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ABSTRACT

Parents of students who attended public schools in the West Area of the Minneapolis school district were surveyed in the Fall of 1974 to (1) determine parent feelings about educational alternatives, (2) give parents input into the decision-making process, and (3) provide parents with information about educational choices and alternatives. The study was conducted by a committee of West Area staff and parents, and the Minneapolis Public Schools' Research and Evaluation Department. Questionnaires were returned by the parents of 2,068 randomly selected students. Eighty-one percent of the mailed questionnaires were returned. More than seventy-five percent of the parents said that having alternative educational programs provided was important to them. Thirty-eight percent of the parents of elementary students were willing to have their child transported to any school in the West Area to get the program of their choice, 43 percent were willing to have their child transported to a school adjacent to their child's present school, while 19 percent said they would choose the nearest available school regardless of the program offered. Parent responses for each school are included in the report. (Author/DEP)

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Minneapolis Public Schools

Preferences for Educational Alternatives Expressed by Parents of Students in Minneapolis West Area Schools

Lary Johnson

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Minneapolis Public Schools

Preferences for Educational Alternatives Expressed by Parents of Students in Minneapolis West Area Schools

Summary

Parents of students who attended public schools in the West Area of the Minneapolis school district were surveyed in the Fall of 1974 to (1) determine parent feelings about educational alternatives, (2) give parents input into the decision-making process, and (3) provide parents with information about educational choices and alternatives. The study was conducted by a committee of West Area staff and parents, and the Minneapolis Public Schools' Research and Evaluation Department. Questionnaires were returned by the parents of 2,068 randomly selected students. Eighty-one percent of the mailed questionnaires were returned.

More than seventy-five percent of the parents said that having alternative educational programs provided was important to them. Thirty-eight percent of the parents of elementary students were willing to have their child transported to any school in the West Area to get the program of their choice, 43% were willing to have their child transported to a school adjacent to their child's present school, while 19% said they would choose the nearest available school regardless of the program offered.

The following statements summarize some of the preferences expressed by the majority of parents.

- Parents and students should be involved in deciding what courses of study are offered and how the school is run.
- Parents and students should decide at least some of the subject or interest areas that the child actually studies in school.
- The curriculum, instructional methods, and schedule should be varied and flexible.
- A selection of offered courses or courses developed to meet the needs or interests of the child should be available, in addition to required courses.
- Students should have several teachers (teams, other adults) rather than one teacher with resource specialists.
- Students should be responsible for directing some of their learning rather than being instructed or directed by a teacher all of the time.
- Student movement and talking should be permitted as long as the setting remains orderly and work is being done.
- Specific courses or planned activities in several areas should be the mode of instruction for basic skills such as reading and math.
- The curriculum should include learning about feelings and attitudes.

Parent responses for each school are included in the report.

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Minneapolis Public Schools

Preferences for Educational Alternatives Expressed by Parents of Students in Minneapolis West Area Schools

The provision of educational alternatives is a major goal of the Minneapolis Public School (MPS) system. The Board of Education approved the concept of educational alternatives at the elementary level on March 13, 1973, with a goal of city-wide implementation by September 1976. An Advisory Task Force on Alternatives, consisting of students, parents, community, and MPS staff, was established. Three progress reports (October 1973, April 1974, October 1974) prepared by the MPS Planning and Support Services Division for the Board of Education indicated that each of the school system's decentralized areas have begun to plan and implement educational alternatives at the elementary level. The Southeast area of the school system, one of four administrative areas, is in its fourth year of offering educational choices as part of a five-year contract with the National Institute of Education. On October 29, 1974, the Board of Education passed a motion that committed MPS to the development of alternatives at the secondary level.

Educational Alternatives in the West Area

The MPS West Area, which became one of the school system's decentralized areas in 1973-74, is responsible for the education of 18,000 students at four senior high schools (SH), five junior high schools (JH), eighteen elementary schools (E), and three special locations. The West Area schools are grouped in four clusters; (each cluster named after the one high school in the cluster).

Central Cluster	Washburn Cluster
Central (SH)	Washburn (SH)
Bryant (JH)	Anthony (JH)
Bryant Y.E.S. Center (Special JH)	Ramsey (JH)
Agassiz (E)	Field (E)
Barton (E)	Hale (E)
Burroughs (E)	Kenny (E)
Lyndale (E)	Page (E)
Emerson (Special E)	Windom (E)

Southwest Cluster	West Cluster
Southwest (SH)	West (SH)
Southwest (JH)	Jefferson (JH)
Armatage (E)	Anwatin (E)
Audubon (E)	Bryn Mawr (E)
Fulton (E)	Calhoun (E)
Lake Harriet (E)	Harrison (E)
Hennepin County Home School (Special)	Kenwood (E)

Since September 1973, many activities have occurred to facilitate the development of educational alternatives.[1] Professional growth courses on educational choices have been offered to staff. Staff and parents at several schools have studied types of educational programs. And although most of the West Area elementary schools offer contemporary, graded programs with one teacher responsible for a classroom of assigned students, many schools are designing program modifications that may become educational choices. These modifications include multi-age classrooms, team planning for regrouping of students by achievement levels or interest areas, and interdisciplinary teams of teachers.

Alternative educational programs do exist at two elementary schools in the West Area. Lake Harriet has a continuous progress program in grades K-6 in which teachers cooperatively plan flexible groups and activities to develop individual basic skills, to accomplish task-oriented goals, and to provide interest-centered experiences. The alternative choice at Lake Harriet is an open K-6, non-graded program that emphasizes opportunities for choices, decision-making, and self-assessment of progress.

Bryn Mawr open school serves children in grades K-6 in the West Cluster community. The program for multi-age groupings of students stresses continuous basic skill development, independent inquiry, choice in use of time and selection of learning activities, growth in decision-making, and individual planning and self-assessment.

The West Area Alternatives Committee was established in the spring of 1974 and has grown to include parents and staff from all West Area elementary and secondary schools. The committee's immediate objectives are to establish an alternatives committee in each school that represents the school community, and to provide community members with information about alternative educational programs.

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[1] Progress Toward the Development of Educational Choices: Third Semi-Annual Report to the Board of Education, Planning and Support Services Division, October 29, 1974.

West Area Survey Committee

The West Area Survey Committee began in the spring of 1974 with a group of parents in the Southwest Cluster who were interested in polling parent interest in open enrollment among three elementary schools. As the committee met, the scope and size of the group expanded. Representatives from every cluster in the West Area were sought. Schools were encouraged to solicit committee members who held different views about educational alternatives. The committee that began to meet regularly in July included parents, teachers, administrators, and staff from the MPS Research and Evaluation Department.

Purpose of the Study

Three reasons for conducting a study on educational alternatives were identified by the West Area Survey Committee.

1. To provide decision-making information for the West Area administration regarding parent interest in and feelings about educational alternatives.
2. To give as many parents as possible an opportunity for input into the decision-making process.
3. To provide parents with information about educational choices and alternatives.

Method

The West Area Survey Committee decided that the purposes of the study would be accomplished most feasibly (within the resource and time limitations) by mailing a questionnaire to parents of students who attended schools in the West Area. The third purpose, providing parents with information, also was accomplished by including several articles about educational alternatives in the West Area News.

Instrument Development

Starting with a consensus that the questionnaire should measure parents' values and attitudes in relation to alternative educational programs, the West Area Survey Committee reviewed instruments that had previously been used in the Minneapolis metropolitan area. Although these instruments were a source of many ideas, the committee felt the information obtained

from these instruments would not be specific enough for administrative decisions. For example, items such as "Parents should help with the instruction" did not provide enough information about the extent to which parents should help with the instruction.

Some previously-used questionnaires asked the parent to select one of several alternative programs (such as contemporary, continuous progress, open, modified open, free). This approach was rejected because it would be impossible to determine which characteristics of each program were being responded to favorably. In fact, for the following additional reasons, the committee decided to exclude from the questionnaire all labels currently being used to identify alternative programs: (1) different people would have different interpretations of the labels, (2) some people might have attitudes toward certain labels which might interfere with their responses, (3) it did not seem reasonable to limit the items to alternatives that currently existed, and (4) educational jargon might turn off some respondents.

The approach taken by the committee was to identify all possible ways that educational programs could be different.[2] The ways in which educational programs could vary were called dimensions. An effort was made to define dimensions such that the content of any dimension did not overlap with the content of another dimension. It was hoped that this independence of dimension content would make the results more clearly interpretable. The dimensions were then written as questionnaire items such that each item included only one dimension and the response choices for each item represented a logical continuum of possibilities. Commonly understood language was preferred, while educational jargon was avoided. As examples, the following two items were included in the questionnaire:

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[2] The survey committee did not use the definition of "alternative program" adopted by the MPS Advisory Task Force on Alternatives. According to the Task Force, an alternative program must be: (1) a full comprehensive program (rather than a single class or part-time program within another program), (2) a program stylistically and physically different from other programs, (3) a program available by choice to students, parents, teachers, and administrators, (4) a program involving the community it serves in its decision-making and developmental processes, and (5) a program that allows its students to move in a continuous manner from the elementary through the secondary level with continuity and consistency. Adoption of this definition for this survey (1) would be contrary to the survey's purpose of determining parent preferences, and (2) would restrict the range of item content. The survey committee generally defined alternative education as meaning that two or more educational programs will be available from which parents and students can choose.

A. What learning situation would you prefer for your child for most of the school day?

_____1. Students may not move around or talk without permission.

_____2. Students may move around or talk as they work as long as setting remains orderly and quiet.

_____3. Students may move around and talk freely as long as their work is being done.

_____4. Students are free to move around and talk as they wish.

B. Should parents have a say regarding what courses are <u>offered</u> at their child's school?

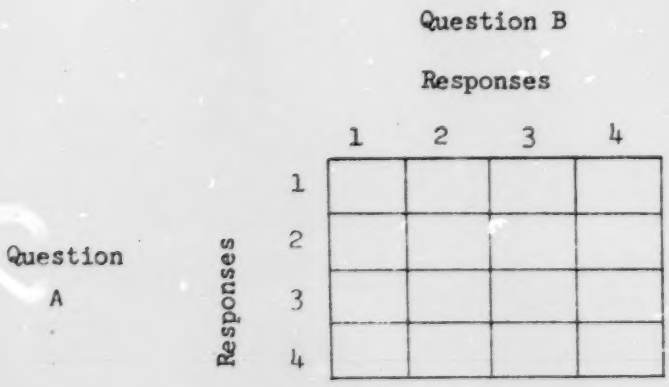
_____1. School should decide with no advice from parents.

_____2. School should make final decision after advice from parents.

_____3. School and parents should share the responsibility for the decision.

_____4. Parents should make final decision after advice from school.

Each of these questions identified a way in which educational programs can be different. The response choices describe a continuum of points on the dimensions. In Question A, the choices range from no movement or talking without permission to freedom of movement and talking. In Question B, the choices range from no parent input to parent responsibility for making the final decision. The two dimensions, represented by items A and B, are independent in that an individual's choice on one of the questions does not necessarily determine what the individual's choice will be on the other question. Although some relationship between the choices on the two items will probably exist, it is possible for an individual to answer the two questions in more than one way. In this case, sixteen different pairs of responses are possible (see figure below). An individual who chooses response 2 on Question A, for example, could choose any one of the four responses for Question B.



The final form of the questionnaire included twenty-six items representing twenty-six dimensions of educational program variation. Since it was intended that each item would stand alone as a dimension, no attempt was made during the development of the questionnaire to group items according to similar content. However, for ease of reading the report, the items are grouped and presented in the following order in the Results section of the report. The labels for each item are short descriptors of the content of the dimension.

Group One

1. Parent responsibility for decisions about how school is run
2. Student responsibility for making and enforcing school rules
3. Parent determination of courses of study offered at school
4. Student determination of courses of study offered at school
5. Parent (student) determination of what student actually studies
6. Parent-student participation in handling student problems.

Group Two

7. Use of community during school day
8. Attendance policy for students
9. Opportunities for competition and cooperation
10. Affective learning activities

Group Three

11. Age range of classmates
12. Independent or group work by students
13. Student freedom to move and talk in learning situation

Group Four

14. Parent-community-student involvement in teaching
15. Number and grouping of teachers
16. Teacher and student direction of learning
17. Teacher supervision and student responsibility for completion of work.

Group Five

18. Variation in materials and ways to learn
19. Flexibility of time periods during school day
20. Rate of progression through school work
21. Required courses, selections from offered courses, or specially developed courses.

Group Six

22. Active and passive learning
23. Sequential and flexible learning
24. Planned instruction in reading and math basic skills

Group Seven

25. Individual and group normed basis for student evaluation
26. Teacher-parent-student participation in student evaluation

Obviously all dimensions of educational program variation were not included. Some dimensions were excluded, some were overlooked, and finer distinctions could have been made for some of the dimensions that were included. However, the survey committee felt the questionnaire would indicate preferences for several important components of an educational program without making unreasonable time demands on the responding parents. Seven additional items were included in the questionnaire that were designed to measure parent satisfaction with their child's present school and the importance that parents placed on having alternative educational programs (see Appendix C on page 55 for a copy of the questionnaire).

Parents had input into the content and phrasing of the items throughout the development of the questionnaire. The majority of the participants at the working meetings were parents. Although the questionnaire was not formally piloted with a representatively selected group of parents from the West Area, groups of parents and staff did react to the items at various stages of the questionnaire's development.

Sampling Procedure

At the initial survey committee meetings, some of the committee members expressed a desire to survey all residents in the West Area school neighborhoods, those with school-age children (in both public and private schools), and those without school-age children. However, since the committee had limited resources for conducting such a large scale survey within a limited time period (the committee began meeting regularly in July and a December completion date was suggested by the West Area administration), maximum community input was compromised with timely decision-making information. The scope of the survey was limited to parents of children in grades K-12 attending MPS West Area schools. West Area community residents

without school-age children, parents of children attending private schools, and parents of pre-school children were excluded from the study because lists of people in the groups were not available, distribution and follow-up of questionnaires was difficult, and resources needed to include all groups were not available.

A number of factors determined the sampling design used to survey the target group of parents of children in grades K-12 in West Area public schools. The smallest groups (in terms of numbers of students) in which the West Area administration was interested were individual schools. It was not necessary to obtain information for each grade in each school.

In order to stay within manageable numbers (based on resources available) and to have a reasonable sampling error (about 5%) at each individual school,[3] 10% of the students in each junior and senior high school and 20% of the students in each elementary school were sampled using a systematic stratified random selection.[4] Alphabetical lists, by grade level, for each school were obtained from the MPS Information Services Center. After randomly selecting a starting number between 1 and 5 for each elementary school and between 1 and 10 for each secondary school, every fifth elementary student and every tenth secondary student was selected to be in the sample. Hearing handicapped, educable mentally retarded, and other students in self-contained special education classrooms were excluded from the list before the sample was drawn. After the sample was selected, it was discovered, as expected, that about sixty students in the sample were no longer enrolled in school. It is particularly difficult in the high mobility areas to keep the student information system (the source of the population lists) up to date. Replacements for these students were randomly selected from the total group of previously unselected students at each student's school and grade level.

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[3] See Appendix B for more information about the possible error due to sampling.

[4] Festinger, Leon and Katz, Daniel, Editors. Research Methods in the Behavorial Sciences. Holt, Rinehart, and Winston, New York: 1966.

Distribution of the Questionnaire

Questionnaires were sent to the parent or guardian of 2,666 students by U. S. mail at the end of October, 1974. Some parents received questionnaires for two of their children, and in a few cases, parents received questionnaires for three children. The parents were directed to refer to the child whose name appeared on the envelope when they completed the questionnaire. It was possible that many parents and children completed the questionnaire together. No directions were given for amount of child involvement. This was left up to the family.

Each questionnaire was identified by a individual code number in the upper right-hand corner. The parent was told that this number would be used to follow-up those who did not return the questionnaire, and that they could remove the number if they wished. The upper left-hand corner contained a five-digit code number for the child's school and grade. Follow-up activities began one week after the mailing. Each school had a follow-up committee (although at some schools it was one or two persons) and a coordinator who served as the liaison to the MPS Research and Evaluation Department, where all completed questionnaires were returned by the respondents. Follow-up committee members phoned those parents who had not returned their questionnaire, encouraging them to respond. Every three or four days the follow-up coordinators were brought up to date regarding the returns for their school. Second questionnaires were mailed to most persons who had not responded. Follow-up activities ceased after the second week in December.

Questionnaire Returns

Questionnaires which were identfiable by school and grade and which appeared to have been completed validly were returned for 2,068 of the 2,666 students in the sample (Table 1 on page 10). Three returned questionnaires were answered facetiously, four questionnaires had marks that could not be interpreted, and about twenty completed questionnaires were returned without the school and grade identification. After the data collection was completed, it was discovered by checking the current student list within each school that an additional 107 students in the sample were no longer enrolled in school. When these 107 students in the original sample who were not actually enrolled and who were not replaced by another student were subtracted from the sample size, the return rate for the total sample was 81%; 83% for the total elementary sample, 77% for the total junior high sample, and 78% for the total senior high sample.

Table 1

Survey Return Rate by School, Cluster, and Totals

Cluster and Schools	Number of Students in Sample	Number of Surveys Returned	Students in Sample Who Were Not Enrolled[a]	Percentage of Surveys Returned[b]
Washburn Cluster				
Field Elementary	137	91	2	67%
Hale Elementary	184	149	5	83
Kenny Elementary	68	66	0	97
Page Elementary	48	40	0	83
Windom Elementary	76	66	1	88
Elementary Total for Cluster	513	412	8	82
Anthony Junior High	107	85	0	79
Ramsey Junior High	102	79	3	80
Washburn Senior High	158	124	9	83
West Cluster				
Anwatin Elementary	122	80	8	70%
Bryn Mawr Elementary	53	47	2	92
Calhoun Elementary	86	64	3	77
Harrison Elementary	88	53	7	65
Kenwood Elementary	85	70	3	85
Elementary Total for Cluster	434	314	23	76
Jefferson Junior High	107	73	9	74
West Senior High	101	58	14	67
Central Cluster				
Agassiz Elementary	80	66	3	86%
Barton Elementary	83	61	8	81
Burroughs Elementary	114	108	0	95
Lyndale Elementary	158	102	12	70
Elementary Total for Cluster	435	337	23	82
Bryant Junior High	84	64	0	76
Central Senior High	108	74	12	77
Southwest Cluster				
Armatage Elementary	109	97	2	91%
Audubon Elementary	60	54	1	92
Fulton Elementary	107	104	0	97
Lake Harriet Elementary	53	49	0	92
Elementary Total for Cluster	329	304	3	93
Southwest Junior High	66	49	0	74
Southwest Senior High	122	95	3	80
West Area Totals				
Elementary Total	1711	1367	57	83%
Junior High Total	466	350	12	77
Senior High Total	489	351	38	78
Grand Total	2666	2068	107	81

[a] The original sample included some students who (1) were no longer enrolled in school but whose names had not been taken off the student information system (the source for the student population), or (2) withdrew from school shortly after the survey had been mailed. In cases where the withdrawals were discovered (surveys returned by postal service, for example), a replacement was randomly selected from the population. This column indicates the withdrawals who were not discovered until the survey had been completed.

[b] The return rate was calculated by dividing the number of surveys returned by the difference between (1) the number of students in the sample and (2) the students in the original sample who were not actually enrolled and were not replaced.

The return rate for individual elementary schools ranged from 65% at Harrison to 97% at Fulton and Kenny. The return rate for secondary schools ranged from 67% at West Senior High to 83% at Washburn Senior High. The Southwest Cluster of elementary schools had an exceptionally high percentage (93%) of returns.

Interpretation Cautions

Several cautionary points should be kept in mind when examining the data in this report.

1. Only parents with children enrolled in West Area public schools were included in the study. It is not known to what extent the responses of these parents represent the responses of parents of pre-school age children and parents of children who attend non-public schools. In other words, it would not be justifiable to generalize the data to groups of parents who are not members of the population studied.

2. Since a sample of parents was used rather than the total parent population being studied, the data probably includes some error due to sampling. However, in most cases this error is probably small. For most individual schools the estimated standard error due to sampling is near 5%. When the elementary schools are grouped into the four clusters, the estimated standard error due to sampling decreases to about 2%. Readers interested in more information on possible sampling errors should refer to Appendix B on page 53.

3. Other sources of error in addition to the sampling error may have existed. The greatest potential source of error is the non-respondents (parents in the sample who did not return the questionnaire). It is not known to what extent the responses of parents who did not return the questionnaire would have been similar to the responses of parents who did return the questionnaire. The maximum error would occur if all non-respondents would have selected the choice for each item that was selected least frequently by the parents who did respond. Even if this unlikely event would have occurred, the percentage of respondents selecting any item choice may not have changed greatly, unless the school had a low return rate. For example, if the return rate for a school were 80%, and if none of the non-respondents (20% of the sample) would have selected a response choice that 50% of the respondents had selected, the 50% would drop to 40%.

Another non-sampling error would have occurred if the people who made the follow-up contacts (generally parents who were interested in alternative educational programs) had encouraged parents to complete the questionnaire according to the contact person's values. This point was discussed with the contact people before the follow-up began, and it was emphasized that the contact people should limit themselves to encouraging returns, without biasing the parents' response. This did not appear to be a major problem.

4. The information collected in this study does not indicate which educational program variations are best; it simply indicates parent preferences for different educational alternatives.

5. The data in the report indicate parent preferences in October-December, 1974. Preferences may change as parents become more aware of educational alternatives.

Results

This report gives responses to all items on the questionnaire for individual schools, clusters of elementary schools, and elementary, junior high, and senior high totals. The results of an analysis of the relationships between dimensions will be presented in another report.

Parent Preferences for Educational Alternatives

Table 2 on pages 15 to 19 gives the percentage of parents who selected each of the response choices for each of the twenty-six items describing dimensions of educational programs, for the four clusters of elementary schools and the elementary, junior high, and senior high school totals. Parent response by individual schools is reported by clusters in Tables 4-7 in Appendix A (see pages 32 to 52). The 26 items were divided subjectively into seven groups to make the report easier to read. The intent was to group items of similar content, when possible. Groupings other than the system used in this report may be just as sensible.

The responses of parents from different clusters of elementary schools were quite similar on all 26 items. The cluster differences will not be discussed further, other than to note that where differences did occur, a greater percentage of parents from the West Cluster than parents from

the other three clusters chose the "less traditional" responses.

Group one (items 1-6). These six items identify dimensions related to parent and student involvement in decision-making and contact between the school and the parent/child. Almost all of the parents felt that they should have some involvement in decisions about how the school is run (item 1) and what courses should be offered at their child's school (item 3). For the total group of parents of elementary school children (N=1367), one-third said the school should make these decisions after advice from the parents and two-thirds said the school and parents should share the responsibility for making such decisions. Three percent of the parents said the school should decide without advice from parents, and 1-2% of the parents felt that parents should make the final decision after advice from school personnel. Parents of secondary school students made responses which were similar to parents of elementary school students on these items.

The majority of the parents also felt that students should be involved in decision-making at their school (items 2, 4). In the area of making and enforcing school rules, one-fourth of the parents of elementary children felt that students of their child's age should not be involved, one-fourth said students should give advice, half said students should share the responsibility, and less than one percent said students should make and enforce the school rules. About three-fourths of the parents of elementary students thought students should give advice (46%) or share the responsibility (31%) for deciding what courses of study are offered at their school. A smaller percentage of parents of secondary students than parents of elementary students indicated that the school should decide courses of study to be offered without advice from students.

Who should decide what subjects or interest areas an individual student actually studies in school (item 5)? The school? The parent or child? About ninety percent of the parents felt the parents (and/or students) should decide at least some of the subjects or interest areas the child studies in school. About 10% of these parents indicated that parents (and/or students) should make the decisions, while 80% said the school (teacher) should decide some and the parents (and/or students) should decide some.

Group two (items 7-10). The four items in this group do not have common content, but are grouped for reporting convenience.

Almost all parents of elementary students (95%) felt that students should spend most of their school day in school; two-thirds of these parents said their child should participate in several projects or activities in the community, and one-third said their child should take a few field trips (item 7). Five percent of the parents said the community could be used extensively, with the possibility that very little time would be spent in the school building.

Ninety percent of the parents said they would prefer a required attendance policy (item 8). About 10% of the parents thought regular attendance in the school building should not be required as long as the student is learning, while about 2% of the parents thought attendance should be left up to the student and/or parents (State law requires school attendance until age sixteen).

About two-thirds of the responding parents indicated a preference for a school that gives equal emphasis to competition and cooperation, while the other one-third preferred that cooperation be emphasized (item 9). Only 2% preferred a school where competition alone is emphasized.

About 80% of the parents said they would like their child's studies to include learning about and dealing with feelings and attitudes about self and others; about 15% said this kind of learning should be included only if a situation arises in school where it is necessary to deal with feelings and attitudes (item 10).

Compared with parents of elementary students, parents of secondary students preferred more time in school than in the community, stricter enforcement of required attendance, greater emphasis on competition, and less emphasis on feelings and attitudes in the course of studies.

Group three (items 11-13). These three items are related to student-student interaction. One-fourth of the parents preferred that all students with whom their child has an opportunity to work (play, study) be of the same age or grade level, while about half of the parents wanted the students to be within one or two years younger or older than their child (item 11). About 15-20% of the parents preferred either an elementary-or-secondary age range (5-11 years, 12-18 years), or all ages from 5-18 years of age.

Table 2

Parent Preferences for Dimensions of Alternative Educational Programs by West Area Elementary Clusters and by Total West Area Junior and Senior High Schools

Item (Dimension)	Response (Continuum Choices)	CENTRAL ELEMENTARY CLUSTER N337	SOUTHWEST ELEMENTARY CLUSTER N304	WASHBURN ELEMENTARY CLUSTER N412	WEST ELEMENTARY CLUSTER N314	TOTAL ELEMENTARY CLUSTERS N1367	TOTAL JUNIOR HIGH N350	TOTAL SENIOR HIGH N351
1. Should parents have a say in deciding the way a school is run?	1. School should make all such decisions with no advice from parents.	3%	2%	1%	1%	2%	3%	4%
	2. School should make final decisions after advice from parents.	32	28	36	26	31	32	37
	3. School and parents should share the responsibility for making such decisions.	63	69	61	72	66	64	56
	4. Parents should make final decisions after advice from school	2	1	3	2	2	1	3
2. Should students of your child's age help make and enforce the school rules?	1. School rules should be made and enforced without advice from students.	26	21	20	19	22	15	12
	2. School rules should be made and enforced after advice from students.	26	30	26	23	26	32	28
	3. Students should share the responsibility for making and enforcing the school rules.	47	49	54	58	52	53	60
	4. Students should make and enforce the rules.	1	0	0	0	0	1	1
3. Should parents have a say regarding what courses of study are offered at their child's school?	1. School should decide with no advice from parents.	5	2	3	2	3	3	5
	2. School should make final decision after advice from parents.	33	35	36	30	34	30	40
	3. School and parents should share the responsibility for the decision.	59	62	58	66	61	64	52
	4. Parents should make final decision after advice from school.	3	1	3	2	2	2	3
4. Should students of your child's age have a say regarding what courses of study are offered at their school?	1. School should decide with no advice from students.	23	24	21	20	22	9	6
	2. School should make final decision after advice from students.	43	46	53	40	46	48	48
	3. School and students should share the responsibility for the decision.	32	29	26	38	31	40	43
	4. Students should make final decision after advice from school.	1	1	0	1	1	3	3
5. Who should decide what subjects or interest areas your child actually studies in school?	1. School (teacher) should make final decision.	12	13	10	11	11	7	3
	2. School (teacher) should decide some, parents and/or student should decide some.	79	82	83	81	81	82	81
	3. Parents and/or student should decide.	9	5	7	8	7	11	16
6. How should problems that your child might have at school be handled?	1. School handles as it sees fit without child or parent involvement.	1	1	1	1	1	1	2
	2. School handles problem after talking with parents.	13	15	14	13	14	15	16
	3. School, parents, and child work out a solution together.	82	83	83	83	83	83	78
	4. School and child work it out without parent involvement.	3	1	3	2	2	2	4

Table 2 (continued)
Parent Preferences by West Area Clusters, Junior High, Senior High

Item (Dimension)	Response (Continuum Choices)	CENTRAL ELEMENTARY CLUSTER	SOUTHWEST ELEMENTARY CLUSTER	WASHBURN ELEMENTARY CLUSTER	WEST ELEMENTARY CLUSTER	TOTAL ELEMENTARY CLUSTER	TOTAL JUNIOR HIGH	TOTAL SENIOR HIGH
7. How would you like your child to use the community outside the school during the school day?	1. A few field trips into the community; the rest of the time in school.	32%	29%	31%	26%	30%	39%	39%
	2. Several projects or activities in the community, but most of time still in school.	60	67	67	68	65	57	56
	3. Community could be used extensively, very little time may be spent in the school building.	8	4	2	6	5	4	5
8. Which attendance policy would you prefer at your child's school?	1. Attendance required and strictly enforced by school.	36	38	37	23	34	47	48
	2. Attendance required and school encourages regular attendance.	52	54	56	62	56	45	41
	3. Regular attendance in the school building is not required as long as student is learning.	11	6	6	12	9	5	9
	4. Attendance is left up to the student and/or parents; school does not take attendance.	2	1	2	3	2	2	1
9. Which type of school would you prefer for your child?	1. A school where competition is emphasized.	2	2	2	1	2	3	3
	2. A school where competition and cooperation are equally emphasized.	63	67	62	61	63	72	69
	3. A school where cooperation is emphasized.	35	31	37	38	35	25	28
10. Should learning about and dealing with feelings and attitudes about self and others be included in your child's education in school?	1. No, my child's studies should not include work on feelings and attitudes.	2	3	1	2	2	3	3
	2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.	11	15	10	13	12	16	19
	3. Yes; my child's studies should include some work on feelings and attitudes.	56	59	58	61	58	62	61
	4. Yes; my child's studies should include a lot of work on feelings and attitudes.	31	23	31	25	28	20	17
11. How old would you like the students in school to be with whom your child has an opportunity to work (play, study)?	1. All students at the same age (or grade) level.	28	26	22	17	23	25	24
	2. Students within one or two years younger or older than my child.	43	48	56	48	49	56	60
	3. Students within an elementary or secondary age range (5-11 years old, or 12-18 years).	21	22	19	30	23	13	9
	4. All ages from 5-18 years.	9	4	3	5	5	6	6
12. In what way would you like your child to work with other students in the learning setting?	1. By doing the work alone and not by working with other students.	1	0	1	1	1	2	1
	2. By doing the work alone much of the time, but several projects where students work together in a group.	51	55	48	45	50	56	57
	3. About half the time doing the work alone and half the time working with a group of students.	37	38	43	38	39	29	34
	4. Most of the time working with one or more other students; helping each other, group projects.	11	7	7	16	10	14	8

Table 2 (continued)
Parent Preferences by West Area Clusters, Junior High, Senior High

Item (Dimension)	Response (Continuum Choices)	CENTRAL ELEMENTARY CLUSTER	SOUTHWEST ELEMENTARY CLUSTER	WASHBURN ELEMENTARY CLUSTER	WEST ELEMENTARY CLUSTER	TOTAL ELEMENTARY CLUSTER	TOTAL JUNIOR HIGH	TOTAL SENIOR HIGH
13. What learning situation would you prefer for your child for most of the day?	1. Students may not move around or talk without permission.	22%	15%	15%	15%	17%	19%	20%
	2. Students may move around or talk as they work as long as setting remains orderly and quiet.	52	62	63	52	57	61	62
	3. Students may move around and talk freely as long as their work is being done.	24	22	22	31	25	20	16
	4. Students are free to move around and talk as they wish.	1	2	0	2	1	0	1
14. Who would you like to teach your child in school?	1. Teachers should do all of the teaching.	24	19	20	20	21	35	32
	2. Teachers should do most of the teaching, but some parents and community members should be involved.	46	59	56	48	52	43	47
	3. Teachers are only one of many persons (including adults and other students) who should do the teaching.	30	22	24	31	27	21	20
15. Which of the following best describes the teachers you would like to have for your child?	1. Mainly one teacher works with or is available to my child; although specialists in music, phy. ed., are available.	32	39	29	29	32	12	17
	2. Several teachers work with or are available to my child in different areas; little communication among teachers about students.	7	8	11	10	9	21	21
	3. A team of teachers works with or is available to my child; regular communication among teachers about students.	61	53	60	62	59	68	63
16. Which of the following school settings would you like for your child?	1. Teacher instructs or directs the learning all of the time.	34	32	31	28	31	40	28
	2. Teacher directs the learning some of the day; student directs his/her own learning some of the day.	64	67	68	69	67	59	69
	3. Student directs his/her own learning; teacher is available.	2	1	1	3	2	1	3
17. Once your child's course of studies has been decided, what should the school do to help your child complete the work?	1. A teacher should work closely with my child every day.	37	44	38	40	40	29	20
	2. A teacher should check with my child every few days and give assistance when teacher feels it is needed.	45	46	50	43	46	51	49
	3. A teacher should check with my child every few days and give assistance if the student wants it.	11	5	8	10	8	12	19
	4. My child should have complete responsibility for completing his/her work, a teacher is available if my child wants to ask for help.	8	5	4	7	6	8	13
18. What difference in materials and ways to learn would you like to have available to your child?	1. Most students use the same materials and are taught in the same way.	9	8	6	5	7	8	8
	2. Part of the time students use the same materials and are taught in the same way; part of the time a variety of materials and ways to learn are available.	56	67	62	51	59	64	62
	3. Most of the time a variety of materials and ways to learn are available.	35	25	32	44	34	28	30

Table 2 (continued)
Parent Preferences by West Area Clusters, Junior High, Senior High

Item (Dimension)	Response (Continuum Choices)	CENTRAL ELEMENTARY CLUSTER	SOUTHWEST ELEMENTARY CLUSTER	WASHBURN ELEMENTARY CLUSTER	WEST ELEMENTARY CLUSTER	TOTAL ELEMENTARY CLUSTER	TOTAL JUNIOR HIGH	TOTAL SENIOR HIGH
19. How would you like your child's school time to be used?	1. School day is divided into time periods; child is limited in how much time he/she can spend working on any one area or subject.	38%	34%	33%	30%	33%	51%	50%
	2. Part of school day is divided into time periods; part of school day is not divided into time periods, child may work on a subject for any length of time.	56	63	66	64	62	47	48
	3. School day is not divided into time periods; child may work on a subject for any length of time.	5	3	2	6	4	2	2
20. How should your child progress through his/her school work?	1. All students within a grade level or classroom should progress at the same speed and study the same things.	2	0	0	1	1	2	2
	2. Students should study the same things each day, but extra work or help should be given to students who work faster or slower.	64	66	64	54	62	75	70
	3. Students should progress through their school work at their own speed.	35	35	35	45	37	24	28
21. Which educational program (or course of studies) would you like to have for your child?	1. A required course of studies taken by all students.	7	8	4	7	6	2	1
	2. Some required courses and a selection from a number of other offered courses.	26	29	26	23	26	32	29
	3. Some required courses plus courses developed to meet the specific needs or interests of my child.	61	58	66	61	62	59	64
	4. No required courses; a selection from a number of offered courses.	0	0	0	1	0	1	1
	5. No required courses; a selection from offered courses plus courses developed to meet the specific needs or interests of my child.	4	4	4	6	4	5	3
	6. No required courses; all courses are developed to meet the specific needs or interests of my child.	2	1	0	3	2	1	1
22. How would you like your child to learn in school?	1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.	5	3	5	6	5	8	9
	2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.	95	95	95	93	94	90	90
	3. Mainly by working with objects, by playing, or by living and doing things themselves.	1	2	0	1	1	2	1

Table 2 (continued)
Parent Preferences by West Area Clusters, Junior High, Senior High

Item (Dimension)	Response (Continuum Choices)	CENTRAL ELEMENTARY CLUSTER	SOUTHWEST ELEMENTARY CLUSTER	WASHBURN ELEMENTARY CLUSTER	WEST ELEMENTARY CLUSTER	TOTAL ELEMENTARY CLUSTER	TOTAL JUNIOR HIGH	TOTAL SENIOR HIGH
23. How do you want your child to learn a particular skill or subject?	1. In a step-wise way, not moving ahead until the previous step has been learned.	12%	13%	11%	16%	13%	20%	16%
	2. Sometimes (1), sometimes (3), depending on the skill or subject that is being learned.	61	66	65	58	62	55	48
	3. In a flexible way, allowing the course of study to be developed in response to the interests and needs of a student or group of students. (sometimes covering a wide range of skill levels in one course).	27	22	24	26	25	25	36
24. How would you prefer that instruction in basic skills, such as reading and math, be provided for your child?	1. Provide specific reading and math courses.	21	18	19	25	21	34	36
	2. Provide specific courses and planned reading and math activities in other school activities and courses.	71	77	76	66	73	57	57
	3. No specific courses, but reading and math activities and projects planned in other school activities and courses.	6	4	4	7	6	7	6
	4. Students' interests will lead them to develop reading and math skills without specific courses and activities.	2	1	0	1	1	1	1
25. How would you like to have your child evaluated?	1. Would like to know how well my child is doing compared with other students of the same age.	1	2	2	2	2	4	5
	2. Would like to know how much my child has progressed or learned; and also how my child is doing compared with other students of the same age.	76	82	84	77	80	74	68
	3. Would like to know how my child is doing and how much he/she has progressed; but not how my child is doing compared with other students of same age.	23	15	14	21	18	22	27
26. Who should evaluate your child's progress in school?	1. The school should evaluate, with no involvement of child or parent.	15	15	12	15	14	13	15
	2. The school and child should evaluate his/her progress together.	13	15	16	19	16	32	39
	3. The school and parent should evaluate his/her progress together.	18	16	19	14	17	9	5
	4. The school, child, and parent should evaluate his/her progress together.	54	54	53	52	53	46	40
	5. My child should evaluate his/her progress.	0	0	0	0	0	0	1

All but a few parents (1%) said they would like their child to work with other students at least part of the time, rather than by themselves (item 12). About half of the parents said their children should work alone much of the time, but with several projects where students work as a group; about one-third said it should be half individual work and half group work; and about one-tenth said their child should work most of the time with one or more other students.

The majority of the parents preferred an orderly, quiet work setting (item 13). Seventeen percent of the parents of elementary students said students should not move around or talk without permission, 57% said students may move around or talk as they work as long as the setting remains orderly and quiet, 25% said students may move around and talk freely as long as their work is being done, and 1% said students should be free to move around and talk as they wish.

Group four (items 14-17). Who should be the teachers and what should they do? Eighty percent of the parents of elementary students felt that teachers should not do all of the teaching (item 14). About half of the parents said teachers should do most of the teaching but some parents and community members should be involved, while one-fourth of the parents felt that teachers are only one of many persons (including adults and students) who should do the teaching.

Most parents, including parents of elementary students, felt that several teachers should work with or be available to their child (item 15). Fifty-nine percent of the parents of elementary students said they preferred a team of teachers who communicated regularly among themselves about students. Thirty-two percent of the parents wanted mainly one teacher, with specialists available in areas such as music and physical education.

How much instructing and directing of learning should be done by the teacher? Two-thirds of the parents said they would like the teacher to direct the learning some of the day, while the student has the responsibility for directing his/her own learning some of the day (item 16). About one-third said they would like the teacher to instruct or direct the learning the entire day. A small percentage (2% elementary, 1% junior high, and 3% senior high) of parents said they would like their child to direct his/her own learning, with a teacher available.

Once a student's course of studies have been determined, 40% of the parents of elementary students felt that the teacher should work closely with their child every day, while 46% felt the teacher should check with their child every few days and give assistance when the teacher felt it was needed (item 17). Eight percent of the parents said the teacher should check with their child every few days and give help if the student wants it, and 6% said their child should have complete responsibility for completing the work with a teacher available if the child wants to ask for help.

Compared with parents of elementary students, a greater percentage of parents of secondary students preferred that the teacher do all of the teaching, that their child have more than one teacher (the current secondary structure), and that their child be given responsibility for completion of his/her school work.

Group five (items 18-21). Parents want flexibility in the curriculum, schedule, and instructional methods, presumably to better meet the needs of their child by providing for individual differences.

Less than 10% of the parents said that most students should use the same materials and be taught in the same way (item 18). About 30% of the parents said that a variety of materials and ways to learn should be available most of the time, while 60% said that part of the time students should use the same materials and be taught in the same way and part of the time a variety of materials and ways to learn should be available.

One-third of the parents of elementary students and half of the parents of secondary students thought the school day should be divided into time periods that limit the amount of time a student can spend in any one area (item 19). Almost two-thirds of the elementary and half of the secondary parents thought part of the school day should be divided into set time periods, with the other part available for work in a subject or interest area without a specified length of time. Only 4% of the elementary and 2% of the secondary parents thought the school day should not have any set time periods.

Only 1-2% of the parents endorsed the idea that all students within a given grade level or classroom should progress at the same speed and study the same things (item 20). Most parents said students should study the same things each day with extra work or help given to students who work faster or slower.....elementary (62%), junior high (75%), senior high (70%). The following percentages of the parents said they were in favor of students progressing through their school work at their own speed.....elementary (37%), junior high (24%), senior high (28%).

Although less than 10% of the parents said that a required course of studies without options should be taken by all students, almost all parents would like to have some required courses in the educational program (item 21). Twenty-six percent of the parents of elementary students preferred some required courses plus a selection from a number of offered courses, while 62% preferred some required courses plus courses developed to meet the specific needs or interests of their child. About 6% of the parents preferred a selection of offered and specially-developed courses with no required courses.

Group six (items 22-24). These three items cover different instructional methods. Most parents said they wanted a combination of instructional methods that provided for both active and passive learning opportunities for their child (item 22). Ninety percent of the parents said they would like their child to learn by reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves (learning by experiencing). Less than 10% of the parents preferred mainly passive learning; that is, learning by reading, doing workbooks, or listening. Only 1% of the parents supported learning mainly by experiencing.

Do parents prefer that their children learn in a step-wise way, not moving ahead until the previous step has been learned, or in a flexible way, allowing the course of study to be developed in response to the needs and interests of the students? At the elementary level, 13% of the parents preferred step-wise learning, 25% preferred flexible learning, and 62% said it would depend on the skill or subject matter being learned (item 23).

Almost all parents wanted specific courses or planned activities in several courses as the mode of instruction for reading and math. Twenty-one percent of the parents of elementary students preferred specific reading and math courses, 73% of the parents preferred specific courses and planned activities in other courses, 6% preferred planned activities in many courses with no specific reading and math courses, and 1% said the students interests will lead them to develop reading and math skills without specific courses or activities. Parents of secondary students preferred more specific reading and math courses than did parents of elementary students.

Group seven (items 25, 26). How should a student's progress in school be evaluated and who should be the evaluator? About three-fourths of the parents said they would like to know both how their child is doing compared with other students of the same age and how much their child has progressed or learned (item 25). A substantial percentage of parents expressed interest only in how much their child has progressed without a comparison with other children of the same age (18% elementary, 22% junior high, and 27% senior high).

Most parents said they would like either themselves and/or their child, in addition to school personnel, to be involved in evaluating their child's progress (item 26).

Individual school differences. Differences among schools did occur. Results for the individual schools are reported by cluster in the following tables in Appendix A (Table 4, Central Cluster, page 33; Table 5, Southwest Cluster, page 38 ; Table 6, Washburn Cluster, page 43 ; Table 7, West Cluster, page 48). No discussion of school differences will be made in this paper. The results are presented for use by the individual school communities (staff, students, parents). The potential error due to sampling and the potential error due to non-respondents (particularly in schools with lower return rates) should be kept in mind.

Parent Satisfaction with Their Child's School

Table 3 on pages 24 and 25 shows the percentage of parents, by groups of schools and individual schools, who indicated that they were satisfied with three aspects of their child's school: (1) how well school is meeting their child's achievement and intellectual needs, (2) how well school is meeting their child's emotional needs, and (3) the amount of communication between the school and the home. The items were written in general terms and it is not possible to determine reasons for the parents' expressions of satisfaction or dissatisfaction without more information.

Each of the three aspects received favorable ratings by the majority of the parents. For the total group of parents of elementary students, 18% said they were very satisfied and 65% said they were satisfied with how well the school was meeting their child's achievement and intellectual needs, 19% were very satisfied and 67% were satisfied with how well the school was meeting their child's emotional needs, and 17% were very satisfied and 57% were satisfied with the amount of communications between the school and

Table 3

Parent Satisfaction with Their Child's School and Parent Commitment to Alternative Education by Individual Schools, Elementary Clusters, and Elementary, Junior High, and Senior High Totals

Item	Response	Central El Cluster	Southeast El Cluster	Washburn El Cluster	West El Cluster	Total Elementary	Total Jr High	Total Sr High	Agassiz	Anatin	Armitage	Audubon	Barton	Bryn Mawr	Burroughs	Calhoun	Field	Fulton
1. Are you satisfied with how well school is meeting your child's achievement and intellectual needs?	Very satisfied	20%	20%	18%	14%	18%	9%	9%	10%	6%	26%	18%	22%	31%	30%	15%	11%	14%
	Satisfied	61	63	67	67	65	64	67	76	67	67	53	50	62	55	74	70	65
	Dissatisfied	17	16	13	15	15	24	21	11	24	5	29	27	5	15	8	16	19
	Very dissatisfied	2	1	2	3	2	3	3	3	3	2	0	2	2	0	3	2	2
2. Are you satisfied with how well school is meeting your child's emotional needs?	Very satisfied	19	17	19	19	19	10	7	12	7	23	14	25	47	26	24	16	12
	Satisfied	61	72	67	67	67	67	73	71	70	70	70	54	47	58	67	71	74
	Dissatisfied	18	10	13	12	13	19	17	14	22	5	14	19	4	16	8	12	12
	Very dissatisfied	2	1	1	3	2	4	3	3	1	2	2	2	2	0	2	1	1
3. Are you satisfied with the amount of communication between the school and the home?	Very satisfied	17	19	18	15	17	8	5	11	4	21	15	18	40	24	11	15	19
	Satisfied	54	59	56	57	57	57	57	56	47	60	60	45	53	55	68	51	59
	Dissatisfied, not enough	29	22	26	28	26	35	38	33	49	20	25	37	4	22	21	33	23
	Dissatisfied, too much	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0
4. Providing alternative educational programs within the West Area is important to me.	Strongly agree	24	25	30	45	31	23	20	34	35	18	20	22	89	28	34	30	28
	Agree	51	48	49	46	49	53	56	47	57	51	57	55	9	35	53	58	41
	Disagree	20	20	16	7	16	17	18	14	6	23	16	16	2	33	8	10	22
	Strongly disagree	4	7	5	2	4	6	6	5	1	8	3	7	0	5	5	2	9
5. It is important to me that alternative educational programs be planned to encourage a socio-economic and racial balance of students in the West Area.	Strongly agree	21	14	26	34	24	21	16	18	32	8	12	20	64	28	19	32	16
	Agree	40	37	41	44	41	37	42	45	51	31	46	43	33	22	48	50	33
	Disagree	27	34	24	15	25	28	30	32	14	42	24	27	2	31	25	12	39
	Strongly disagree	12	15	9	7	10	14	12	5	4	19	18	10	0	19	8	6	12
6. If choices of educational programs were available, which system would you prefer?	A system where several choices are offered within my child's present school	68	80	67	55	67	68	73	60	66	84	73	69	19	62	69	57	81
	A system where several schools are grouped and each school has one particular educational program	10	9	13	26	14	14	9	14	14	8	14	3	66	13	12	21	5
	Either one	22	11	20	20	19	18	17	26	20	9	14	27	15	25	18	21	13
7. If alternative educational programs were available in the West Area, how far would you be willing to have your child transported to have the program of your choice?	To any school in the West Area	42	24	32	52	38	45	47	46	54	20	17	40	84	41	47	35	27
	No further than a school whose attendance area is next to my child's present school	36	52	49	35	43	34	29	29	37	52	54	35	16	39	42	57	55
	I would choose the nearest available school regardless of the program offered	22	23	19	13	19	20	24	25	9	27	28	25	0	20	11	9	19

Table 3 (continued)
Parent Satisfaction with Their Child's School and Parent Commitment to Alternative Education by Individual Schools, Elementary Clusters, and Elementary, Junior High, and Senior High Totals

Item	Response	Hale	Harrison	Kenny	Kenwood	Lake Harriet	Lyndale	Page	Windom	Anthony	Bryant	Jefferson	Ramsey	Southwest Jr.	Central	Southwest Sr.	Washburn	West
1. Are you satisfied with how well school is meeting your child's achievement and intellectual needs?	Very satisfied	25%	20%	21%	9%	23%	14%	18%	10%	9%	10%	7%	8%	11%	9%	15%	7%	4%
	Satisfied	65	65	68	67	62	65	62	70	65	66	52	69	72	70	64	70	59
	Dissatisfied	9	10	10	21	15	18	15	19	26	21	35	18	17	16	19	20	34
	Very dissatisfied	1	6	2	3	0	3	5	2	1	3	6	5	0	6	2	2	4
2. Are you satisfied with how well school is meeting your child's emotional needs?	Very satisfied	22	15	18	12	17	14	23	17	9	14	10	5	11	7	8	8	2
	Satisfied	71	67	68	76	73	61	56	61	74	56	53	77	73	67	78	76	67
	Dissatisfied	7	12	11	9	10	21	21	22	17	25	28	11	16	21	12	15	25
	Very dissatisfied	0	6	3	3	0	4	0	0	0	5	9	7	0	4	2	1	6
3. Are you satisfied with the amount of communication between the school and the home?	Very satisfied	22	13	15	16	19	13	28	6	8	14	7	4	8	3	8	[illegible]	4
	Satisfied	56	67	56	54	58	58	58	63	55	63	37	73	58	49	63	58	52
	Dissatisfied, not enough	21	19	29	30	23	29	15	31	37	22	56	23	33	48	29	36	45
	Dissatisfied, too much	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
4. Providing alternative educational programs within the West Area is important to me.	Strongly agree	34	30	23	46	37	16	31	28	21	30	29	22	13	38	9	13	28
	Agree	53	53	31	48	45	68	44	48	54	57	58	44	50	57	54	57	57
	Disagree	12	17	28	4	16	14	19	20	20	13	8	22	26	4	26	22	15
	Strongly disagree	1	0	17	1	2	2	6	3	5	0	4	12	11	0	10	8	0
5. It is important to me that alternative educational programs be planned to encourage a socio-economic and racial balance of students in the West Area.	Strongly agree	34	25	13	37	23	18	32	13	18	21	29	21	17	39	8	8	17
	Agree	43	41	25	44	48	52	38	41	33	55	43	28	27	43	34	43	52
	Disagree	20	20	35	11	21	20	19	38	35	15	18	35	35	17	40	33	23
	Strongly disagree	3	14	27	7	8	10	11	9	15	10	10	17	21	1	19	16	8
6. If choices of educational programs were available, which system would you prefer?	A system where several choices are offered within my child's present school	68	56	78	51	77	79	66	69	72	56	58	72	87	55	87	79	64
	A system where several schools are grouped and each school has one particular educational program	12	15	6	31	15	7	11	11	16	11	22	7	11	15	6	7	13
	Either one	20	29	16	18	8	14	23	20	11	32	21	22	2	30	6	14	24
7. If alternative educational programs were available in the West Area, how far would you be willing to have your child transported to have the program of your choice?	To any school in the West Area	38	37	17	44	33	41	36	25	41	61	61	32	28	79	19	39	67
	No further than a school whose attendance area is next to my child's present school	47	29	47	44	47	40	48	45	41	27	28	38	35	13	41	33	24
	I would choose the nearest available school regardless of the program offered	15	33	36	12	20	18	15	30	17	12	12	29	37	9	40	28	8

the home. Differences among elementary clusters were not great, although about 5% more parents of elementary students in the Central Cluster than parents in the other clusters expressed dissatisfaction with how well the school is meeting their child's emotional needs. Parents of junior and senior high students were less satisfied than parents of elementary students.

Greater variation occurred among the individual schools on these three satisfaction items. However, it should be kept in mind that part of this variation is probably caused by the greater likelihood of sampling and non-respondent errors in individual schools than in groups of schools. Among the elementary schools, the percentage of parents who expressed satisfaction with how well the school was meeting their child's achievement and intellectual needs ranged from 71% to 93%. Parent satisfaction with how well the school was meeting their child's emotional needs ranged from 75% to 94% among the elementary schools. However, the percentage who said they were very satisfied ranged from 7% to 47%. Parent satisfaction with the amount of communication between the school and home ranged from 51% to 94% among elementary schools, with most schools having at least 20% of the parents expressing dissatisfaction.

Parent Commitment to Educational Alternatives

Do parents want alternative educational programs? How far would they be willing to have their children transported to get the alternative of their choice? More than seventy-five percent of the parents said that providing alternative educational programs in the West Area was important to them (see item 4 in Table 3). Thirty-one percent of the elementary parents, 23% of the junior high parents, and 20% of the senior high parents strongly supported this view. Parents of elementary students in the West Cluster were particularly supportive of alternative educational programs.

If choices of alternative programs were available, about two-thirds of the parents said they would prefer a system where several choices are offered within their child's present school (item 6 in Table 3). If it were necessary to transport their child to have the program of their choice, 38% of the elementary parents indicated they would be willing to have their child transported to any school in the West Area, 43% of the parents would be willing to have their child transported to a school whose attendance area is next to their child's present school, and 19% would choose the

nearest available school regardless of the program offered (item 7, Table 3). A smaller percentage of parents of elementary students in the Southwest Cluster than parents in the other clusters said they would be willing to transport their children to any school in the West Area. A greater percentage of parents of secondary students than parents of elementary students indicated a willingness to have their child transported to any school in the West Area. The variation among schools was great. For example, 79% of the parents of Central students, and 19% of the parents of Southwest Senior High students, said they would be willing to have their child transported to any school in the West Area.

The majority of the parents felt it was important to them that alternative educational programs be planned to encourage a socio-economic and racial balance of students in the West Area; 65% of the elementary parents, 58% of the junior high parents, and 58% of the senior high parents. Because of the wording of the item, these figures should not be used as an indicator of the percentage of West Area parents who support a socio-economic and racial balance of students in the schools. As the item is phrased, the parents who disagreed may support socio-economic and racial balance of the student population, but may disagree that alternative educational programs should be planned to encourage the balance.

Elementary Grade Level Differences

Although differences among elementary grade levels were not a major consideration of the study, a comparison of the responses of parents of primary (grades K-3) children with responses of parents of intermediate (grades 4-6) children indicated few differences. On most items, the differences between the two groups on any response choice were less than ten percent. The greatest differences occurred on the following items:

- More primary (84%) than intermediate (74%) parents agreed that providing alternative educational programs in the West Area was important to them.
- Fewer primary (29%) than intermediate (40%) parents preferred that attendance be required and strictly enforced.
- More primary (39%) than intermediate (30%) parents said they wanted a school where cooperation is emphasized.

- More primary (30%) than intermediate (22%) parents felt that teachers are only one of many persons (including adults and other students) who should do the teaching.
- More primary (38%) than intermediate (28%) parents thought that most of the time a variety of materials and ways to learn should be available.
- More primary (42%) than intermediate (31%) parents said that students should progress through their school work at their own speed.

Summary and Conclusions

Parents of students who attended public schools in the West Area of the Minneapolis school district were surveyed in the Fall of 1974 to (1) provide decision-making information for the West Area administration regarding parent interest in and feelings about educational alternatives, (2) give as many parents as possible an opportunity for input into the decision-making process, and (3) provide parents with information about educational choices and alternatives. Questionnaires were mailed to parents of a randomly selected sample of 20% of the students at each elementary school and 10% of the students at each secondary school. Questionnaires were returned for 2,068 students, or eighty-one percent of the sampled students. The following summary statements, or conclusions, are based on the results presented in the preceding pages.

1. <u>The majority of the West Area parents supported the concept of educational alternatives</u>.
   - More than seventy-five percent of the parents said that providing alternative educational programs in the West Area was important to them.
2. <u>Parent and student involvement in decision-making and contact between the school and home were emphasized by the parents</u>.
   - Two-thirds of the parents said the school and parents should share the responsibility for making decisions about how the school is run and what courses of study should be offered at their child's school.
   - About three-fourths of the parents of elementary students thought students should be involved in deciding what courses of study are offered at their school.

- About ninety percent of the parents felt the parents (and/or student) should decide at least some of the subjects or interest areas that the child actually studies in school.
- Eighty-five percent of the parents said they would like to have either themselves and/or their child, in addition to school personnel, involved in evaluating their child's progress.

3. <u>The majority of the parents preferred flexibility in the curriculum, schedule, and instructional methods</u>.

- Less than 10% of the parents said that most students should use the same materials and be taught in the same way.
- About two-thirds of the elementary and half of the secondary parents thought some part of the school day should be available for work in subject or interest areas without a specified length of time required for each area.
- About 90% of the parents preferred either a selection from a number of offered choices or courses developed to meet the specific needs or interests of their child, in addition to required courses.
- Almost all parents said that students who work faster or slower should be given extra work or help, or that students should progress through their school work at their own speed.
- Ninety percent of the parents wanted instructional methods that provide for both passive learning (reading, workbooks, listening) and active learning (working with objects, playing, experiencing).

4. <u>The majority of the parents preferred a team of teachers and student responsibility for directing some of their learning, rather than mainly one teacher who instructs or directs the learning most of the time</u>.

- One-third of the parents of elementary students wanted mainly one teacher, with resource specialists available. Two-thirds preferred a team of teachers.
- Two-thirds of the parents wanted the teacher to direct the learning some of the day, while the student has the responsibility for directing his/her own learning some of the day.
- About half of the parents said teachers should do most of the teaching but some parents and community members should be involved, while one-fourth of the parents felt that teachers are only one of many persons (including adults and students) who should do the teaching.

5. Most parents preferred a learning environment that permitted student movement and talking as long as the setting remained orderly or that work was being done.

- Seventeen percent of the elementary parents said students should not move around or talk without permission, 57% said students should be able to move around or talk as long as the setting remains quiet and orderly, and 25% said they should be able to move around and talk freely as long as their work is being done.
- Ninety percent of the parents preferred a required attendance policy.

6. Although many of the parents said they wanted learning environments that emphasized a greater flexibility and variety of learning experiences and greater student responsibility, only a small percentage of parents preferred choices that represented "complete" student responsibility for decisions within the learning situation.

- Almost all of the parents wanted the teacher to direct their child's learning at least part of the day. About 2% of the parents said they would like their child to direct his/her own learning, with a teacher available.
- Ninety-four percent of the parents wanted a teacher to at least check with their child every few days to see if their work was being completed. Six percent of the parents said their child should have complete responsibility for completing the work with a teacher available if the child wants to ask for help.
- More than 90% of the parents wanted some required courses in the educational program. The other 10% thought the educational program should consist of offered electives and courses developed to meet student needs.
- All but a few parents wanted specific courses or planned activities in several courses as the mode of instruction for reading and math. One percent of the parents felt that the students' interests will lead them to develop reading and math skills without specific courses.
- One percent of the parents said students should be free to move around and talk as they wish.

Although the numbers were not large, response choices emphasizing extensive student freedom and student responsibility for decisions in several learning situations were preferred by some parents.

7. Affective education was considered to be important by most of the parents.

- About 80% of the parents said they would like their child's studies to include learning about and dealing with feelings and attitudes about self and others.
- About two-thirds of the parents preferred a school that gives equal emphasis to cooperation and competition, while one-third preferred that cooperation be emphasized.

8. Most parents felt their children should work and play with children from a wider age range than the same age or grade level.

- One-fourth of the parents preferred that all students with whom their child has an opportunity to work (play, study) be of the same age, about half wanted the students to be within one or two years older or younger, and the other parents preferred wider age ranges (5-11 years, 12-18 years).

9. Although differences among schools occurred, most parents would be willing to have their child transported to a neighboring school (at the minimum) to have the educational program of their choice.

- Thirty-eight percent of the parents of elementary students indicated they would be willing to have their child transported to any school in the West Area, 43% would be willing to have their child transported to a school whose attendance area is next to their child's present school, and 19% would choose the nearest available school regardless of the program offered.
- Parents in the Southwest Cluster would be less willing than parents in other clusters to transport their children to any school in the West Area.

10. The majority of the parents indicated that they were generally satisfied with how well their child's present school was meeting their child's academic and emotional needs.

- For the total group of elementary parents, 18% said they were very satisfied and 65% said they were satisfied with how well the school was meeting their child's intellectual and achievement needs, while 19% were very satisfied and 67% were satisfied with how well the school was meeting their emotional needs.

Appendix A

Parent Preferences for Dimensions of Alternative Educational Programs by Individual Schools Within the Four West Area Clusters

Table 4	Individual Schools in the Central Cluster	Page 33
Table 5	Individual Schools in the Southwest Cluster	Page 38
Table 6	Individual Schools in the Washburn Cluster	Page 43
Table 7	Individual Schools in the West Cluster	Page 48

Table 4

Parent Preferences for Dimensions of Alternative Educational Programs by Individual Schools in the Central Cluster of the West Area

Item (Dimension)	Response (Continuum Choices)	AGASSIZ ELEMENTARY N66	BARTON ELEMENTARY N61	BURROUGHS ELEMENTARY N108	LYNDALE ELEMENTARY N102	TOTAL ELEMENTARY N337	BRYANT JUNIOR HIGH N64	CENTRAL SENIOR HIGH N74
1. Should parents have a say in deciding the way a school is run?	1. School should make all such decisions with no advice from parents.	5%	0%	2%	6%	3%	3%	4%
	2. School should make final decisions after advice from parents.	20	34	44	25	32	23	28
	3. School and parents should share the responsibility for making such decisions.	72	64	52	66	63	72	65
	4. Parents should make final decisions after advice from school.	3	2	2	3	2	2	3
2. Should students of your child's age help make and enforce the school rules?	1. School rules should be made and enforced without advice from students.	27	25	24	28	26	13	7
	2. School rules should be made and enforced after advice from students.	24	25	30	23	26	24	26
	3. Students should share the responsibility for making and enforcing the school rules.	48	49	45	48	47	63	65
	4. Students should make and enforce the rules	0	2	1	1	1	0	3
3. Should parents have a say regarding what courses of study are offered at their child's school?	1. School should decide with no advice from parents.	6	3	4	6	5	2	3
	2. School should make final decision after advice from parents.	29	38	35	30	33	23	30
	3. School and parents should share the responsibility for the decision.	59	58	60	59	59	73	66
	4. Parents should make final decision after advice from school.	6	0	1	5	3	2	1
4. Should students of your child's age have a say regarding what courses of study are offered at their school?	1. School should decide with no advice from students.	26	21	22	23	23	3	4
	2. School should make final decision after advice from students.	36	57	50	32	43	44	42
	3. School and students should share the responsibility for the decision.	38	20	27	42	32	47	54
	4. Students should make final decision after advice from school.	0	2	0	3	1	6	0
5. Who should decide what subjects or interest areas your child actually studies in school?	1. School (teacher) should make final decision.	22	7	8	13	12	6	0
	2. School (teacher) should decide some, parents and/or student should decide some.	71	84	82	77	79	87	85
	3. Parents and/or student should decide.	8	10	9	10	9	6	15
6. How should problems that your child might have at school be handled?	1. School handles as it sees fit without child or parent involvement.	3	0	1	1	1	0	4
	2. School handles problem after talking with parents.	10	18	13	12	13	13	10
	3. School, parents, and child work out a solution together.	81	80	84	83	82	86	82
	4. School and child work it out without parent involvement.	6	2	2	4	3	2	4

Table 4 (continued)

Parent Preferences by Individual Schools in the Central Cluster

Item (Dimension)	Response (Continuum Choices)	AGASSIZ ELEMENTARY	BARTON ELEMENTARY	BURROUGHS ELEMENTARY	LYNDALE ELEMENTARY	TOTAL ELEMENTARY	BRYANT JUNIOR HIGH	CENTRAL SENIOR HIGH
7. How would you like your child to use the community outside the school during the school day?	1. A few field trips into the community; the rest of the time in school.	37%	22%	31%	37%	32%	42%	25%
	2. Several projects or activities in the community, but most of time still in school.	54	72	61	56	60	56	66
	3. Community could be used extensively, very little time may be spent in the school building.	9	7	8	7	8	2	10
8. Which attendance policy would you prefer at your child's school?	1. Attendance required and strictly enforced by school.	37	34	41	31	36	33	35
	2. Attendance required and school encourages regular attendance.	52	56	44	57	51	61	43
	3. Regular attendance in the school building is not required as long as student is learning.	11	5	15	11	11	5	16
	4. Attendance is left up to the student and/or parents; school does not take attendance.	0	5	1	1	1	2	5
9. Which type of school would you prefer for your child?	1. A school where competition is emphasized.	0	2	1	3	2	5	0
	2. A school where competition and cooperation are equally emphasized.	58	72	69	56	63	70	54
	3. A school where cooperation is emphasized.	42	27	31	41	35	25	46
10. Should learning about and dealing with feelings and attitudes about self and others be included in your child's education in school?	1. No, my child's studies should not include work on feelings and attitudes.	3	0	2	3	2	2	1
	2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.	14	5	13	12	11	16	15
	3. Yes; my child's studies should include some work on feelings and attitudes.	53	54	60	55	56	59	58
	4. Yes; my child's studies should include a lot of work on feelings and attitudes.	30	41	25	30	31	23	25
11. How old would you like the students in school to be with whom your child has an opportunity to work (play, study)?	1. All students at the same age (or grade) level.	24	27	22	36	28	27	15
	2. Students within one or two years younger or older than my child.	44	45	44	40	43	59	58
	3. Students within an elementary or secondary age range (5-11 years old, or 12-18 years).	18	20	26	17	21	5	14
	4. All ages from 5-18 years.	14	8	7	8	9	10	13
12. In what way would you like your child to work with other students in the learning setting?	1. By doing the work alone and not by working with other students.	0	0	2	2	1	3	1
	2. By doing the work alone much of the time, but several projects where students work together in a group.	45	48	55	51	51	52	43
	3. About half the time doing the work alone and half the time working with a group of students.	37	43	40	30	37	25	36
	4. Most of the time working with one or more other students; helping each other, group projects.	18	10	3	17	11	20	19

Table 4 (continued)
Parent Preferences by Individual Schools in the Central Cluster

ITEM (Dimension)	Response (Continuum Choices)	AGASSIZ ELEMENTARY	BARTON ELEMENTARY	BURROUGHS ELEMENTARY	LYNDALE ELEMENTARY	TOTAL ELEMENTARY	BRYANT JUNIOR HIGH	CENTRAL SENIOR HIGH
13. What learning situation would you prefer for your child for most of the day?	1. Students may not move around or talk without permission.	34%	23%	11%	26%	22%	21%	12%
	2. Students may move around or talk as they work as long as setting remains orderly and quiet.	42	51	64	46	52	61	59
	3. Students may move around and talk freely as long as their work is being done.	25	26	23	25	24	18	25
	4. Students are free to move around and talk as they wish.	0	0	2	2	1	0	4
14. Who would you like to teach your child in school?	1. Teachers should do all of the teaching.	15	20	14	44	24	38	20
	2. Teachers should do most of the teaching, but some parents and community members should be involved.	47	54	51	34	46	40	44
	3. Teachers are only one of many persons (including adults and other students) who should do the teaching.	38	26	35	22	30	22	37
15. Which of the following best describes the teachers you would like to have for your child?	1. Mainly one teacher works with or is available to my child; although specialists in music, phy. ed., are available.	22	42	31	34	32	12	7
	2. Several teachers work with or are available to my child in different areas; little communication among teachers about students.	5	0	11	9	7	24	19
	3. A team of teachers works with or is available to my child; regular communication among teachers about students.	74	58	58	57	61	64	74
16. Which of the following school settings would you like for your child?	1. Teacher instructs or directs the learning all of the time.	34	30	30	42	34	43	16
	2. Teacher directs the learning some of the day; student directs his/her own learning some of the day.	60	68	69	58	64	56	77
	3. Student directs his/her own learning; teacher is available.	6	2	2	0	2	2	7
17. Once your child's course of studies has been decided, what should the school do to help your child complete the work?	1. A teacher should work closely with my child every day.	33	43	36	36	37	23	17
	2. A teacher should check with my child every few days and give assistance <u>when teacher feels it is needed</u>.	39	40	50	46	45	56	49
	3. A teacher should check with my child every few days and give assistance <u>if the student wants it</u>.	14	12	12	6	11	8	19
	4. My child should have complete responsibility for completing his/her work, a teacher is available if my child wants to ask for help.	14	5	2	11	8	13	15
18. What difference in materials and ways to learn would you like to have available to your child?	1. Most students use the same materials and are taught in the same way.	15	5	4	12	9	8	4
	2. Part of the time students use the same materials and are taught in the same way; part of the time a variety of materials and ways to learn are available.	55	48	63	55	56	57	52
	3. Most of the time a variety of materials and ways to learn are available.	29	47	34	33	35	34	44

Table 4 (continued)

Parent Preferences by Individual Schools in the Central Cluster

Item (Dimension)	Response (Continuum Choices)	AGASSIZ ELEMENTARY	BARTON ELEMENTARY	BURROUGHS ELEMENTARY	LYNDALE ELEMENTARY	TOTAL ELEMENTARY	BRYANT JUNIOR HIGH	CENTRAL SENIOR HIGH
19. How would you like your child's school time to be used?	1. School day is divided into time periods; child is limited in how much time he/she can spend working on any one area or subject.	36%	33%	34%	48%	39%	55%	34%
	2. Part of school day is divided into time periods; part of school day is not divided into time periods, child may work on a subject for any length of time.	55	62	63	46	56	44	62
	3. School day is not divided into time periods; child may work on a subject for any length of time.	9	5	3	6	5	2	4
20. How should your child progress through his/her school work?	1. All students within a grade level or classroom should progress at the same speed and study the same things.	2	0	1	3	2	2	3
	2. Students should study the same things each day, but extra work or help should be given to students who work faster or slower.	58	58	66	68	64	75	46
	3. Students should progress through their school work at their own speed.	41	42	33	29	35	24	51
21. Which educational program (or course of studies) would you like to have for your child?	1. A required course of studies taken by all students.	12	3	8	5	7	5	1
	2. Some required courses and a selection from a number of other offered courses.	23	28	30	22	26	21	21
	3. Some required courses plus courses developed to meet the specific needs or interests of my child.	58	66	54	68	61	65	67
	4. No required courses; a selection from a number of offered courses.	0	0	0	1	0	2	1
	5. No required courses; a selection from offered courses plus courses developed to meet the specific needs or interests of my child.	6	3	5	2	4	5	7
	6. No required courses; all courses are developed to meet the specific needs or interests of my child.	2	0	4	3	2	3	3
22. How would you like your child to learn in school?	1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.	9	3	3	5	5	8	7
	2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.	89	97	96	95	95	89	90
	3. Mainly by working with objects, by playing, or by living and doing things themselves.	2	0	1	0	1	3	3

Table 4 (continued)

Parent Preferences by Individual Schools in the Central Cluster

Item (Dimension)	Response (Continuum Choices)	AGASSIZ ELEMENTARY	BARTON ELEMENTARY	BURROUGHS ELEMENTARY	LYNDALE ELEMENTARY	TOTAL ELEMENTARY	BRYANT JUNIOR HIGH	CENTRAL SENIOR HIGH
23. How do you want your child to learn a particular skill or subject?	1. In a step-wise way, not moving ahead until the previous step has been learned.	14%	8%	4%	21%	12%	24%	10%
	2. Sometimes (1), sometimes (3), depending on the skill or subject that is being learned.	58	63	70	51	61	35	59
	3. In a flexible way, allowing the course of study to be developed in response to the interests and needs of a student or group of students. (sometimes covering a wide range of skill levels in one course).	28	29	26	28	27	40	31
24. How would you prefer that instruction in basic skills, such as reading and math, be provided for your child?	1. Provide specific reading and math courses.	18	21	17	28	21	46	23
	2. Provide specific courses and planned reading and math activities in other school activities and courses.	67	72	79	63	71	48	65
	3. No specific courses, but reading and math activities and projects planned in other school activities and courses.	9	5	4	7	6	7	10
	4. Students' interests will lead them to develop reading and math skills without specific courses and activities.	6	2	0	2	2	0	1
25. How would you like to have your child evaluated?	1. Would like to know how well my child is doing compared with other students of the same age.	0	2	3	1	1	2	4
	2. Would like to know how much my child has progressed or learned; and also how my child is doing compared with other students of the same age.	74	85	82	64	76	66	56
	3. Would like to know how my child is doing and how much he/she has progressed; but not how my child is doing compared with other students of same age.	26	13	15	35	23	33	39
26. Who should evaluate your child's progress in school?	1. The school should evaluate, with no involvement of child or parent.	9	16	16	16	15	11	10
	2. The school and child should evaluate his/her progress together.	11	21	6	18	13	39	30
	3. The school and parent should evaluate his/her progress together.	18	15	16	22	18	14	1
	4. The school, child, and parent should evaluate his/her progress together.	61	48	62	45	54	36	55
	5. My child should evaluate his/her progress.	2	0	0	0	0	0	3

Table 5

Parent Preferences for Dimensions of Alternative Educational Programs by Individual Schools in the Southwest Cluster of the West Area

Item (Dimension)	Response (Continuum Choices)	ARMITAGE ELEMENTARY N97	AUDUBON ELEMENTARY N54	FULTON ELEMENTARY N104	LAKE — HARRIET ELEMENTARY N49	TOTAL ELEMENTARY N304	SOUTHWEST JUNIOR HIGH N49	SOUTHWEST SENIOR HIGH N95
1. Should parents have a say in deciding the way a school is run?	1. School should make all such decisions with no advice from parents.	3	2	2	0	2	2	2
	2. School should make final decisions after advice from parents.	30	33	23	29	28	39	43
	3. School and parents should share the responsibility for making such decisions.	65	63	75	71	69	57	49
	4. Parents should make final decisions after advice from school.	2	2	1	0	1	2	5
2. Should students of your child's age help make and enforce the school rules?	1. School rules should be made and enforced without advice from students.	29	17	17	18	21	12	12
	2. School rules should be made and enforced after advice from students.	30	24	32	33	30	41	35
	3. Students should share the responsibility for making and enforcing the school rules.	41	59	50	49	49	47	53
	4. Students should make and enforce the rules.	0	0	1	0	0	0	0
3. Should parents have a say regarding what courses of study are offered at their child's school?	1. School should decide with no advice from parents.	3	4	2	0	2	6	4
	2. School should make final decision after advice from parents.	41	28	34	33	35	35	45
	3. School and parents should share the responsibility for the decision.	55	69	63	65	62	58	46
	4. Parents should make final decision after advice from school.	1	0	1	2	1	0	4
4. Should students of your child's age have a say regarding what courses of study are offered at their school?	1. School should decide with no advice from students.	38	21	16	16	24	12	5
	2. School should make final decision after advice from students.	43	34	57	43	46	51	51
	3. School and students should share the responsibility for the decision.	19	45	25	39	29	35	40
	4. Students should make final decision after advice from school.	0	0	3	2	1	2	3
5. Who should decide what subjects or interest areas your child actually studies in school?	1. School (teacher) should make final decision.	22	17	4	8	13	4	5
	2. School (teacher) should decide some, parents and/or student should decide some	75	74	91	85	82	69	80
	3. Parents and/or student should decide.	3	9	5	6	5	27	15
6. How should problems that your child might have at school be handled?	1. School handles as it sees fit without child or parent involvement.	2	2	1	0	1	2	0
	2. School handles problem after talking with parents.	23	8	15	6	15	21	15
	3. School, parents, and child work out a solution together.	75	91	83	92	83	74	80
	4. School and child work it out without parent involvement.	0	0	1	2	1	2	4

Table 5 (continued)

Parent Preferences by Individual Schools in the Southwest Cluster

Item (Dimension)	Response (Continuum Choices)	ARMITAGE ELEMENTARY	AUDUBON ELEMENTARY	FULTON ELEMENTARY	LAKE HARRIET ELEMENTARY	TOTAL ELEMENTARY	SOUTHWEST JUNIOR HIGH	SOUTHWEST SENIOR HIGH
7. How would you like your child to use the community outside the school during the school day?	1. A few field trips into the community; the rest of the time in school.	36	28	27	22	29	40	46
	2. Several projects or activities in the community, but most of time still in school.	63	72	69	63	67	56	52
	3. Community could be used extensively, very little time may be spent in the school building.	1	0	4	14	4	4	2
8. Which attendance policy would you prefer at your child's school?	1. Attendance required and strictly enforced by school.	48	33	36	27	38	45	53
	2. Attendance required and school encourages regular attendance.	44	63	56	61	54	45	43
	3. Regular attendance in the school building is not required as long as student is learning.	6	4	6	10	6	4	4
	4. Attendance is left up to the student and/or parents; school does not take attendance.	1	0	2	2	1	6	0
9. Which type of school would you prefer for your child?	1. A school where competition is emphasized.	2	4	2	0	2	4	3
	2. A school where competition and cooperation are equally emphasized.	69	64	69	63	67	78	72
	3. A school where cooperation is emphasized.	29	32	29	37	31	18	24
10. Should learning about and dealing with feelings and attitudes about self and others be included in your child's education in school?	1. No, my child's studies should not include work on feelings and attitudes.	1	9	3	0	3	2	1
	2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.	20	2	17	16	15	19	18
	3. Yes; my child's studies should include some work on feelings and attitudes.	65	60	54	55	59	57	65
	4. Yes; my child's studies should include a lot of work on feelings and attitudes.	14	28	26	29	23	21	15
11. How old would you like the students in school to be with whom your child has an opportunity to work (play, study)?	1. All students at the same age (or grade) level.	33	31	27	6	26	18	23
	2. Students within one or two years younger or older than my child.	48	44	49	49	48	63	65
	3. Students within an elementary or secondary age range (5-11 years old, or 12-18 years).	17	21	20	39	22	10	9
	4. All ages from 5-18 years.	2	4	4	6	4	8	4
12. In what way would you like your child to work with other students in the learning setting?	1. By doing the work alone and not by working with other students.	0	0	1	0	0	2	0
	2. By doing the work alone much of the time, but several projects where students work together in a group.	69	49	51	43	55	54	59
	3. About half the time doing the work alone and half the time working with a group of students.	29	38	41	49	38	29	38
	4. Most of the time working with one or more other students; helping each other, group projects.	2	13	7	8	7	15	3

Table 5 (continued)

Parent Preferences by Individual Schools in the Southwest Cluster

Item (Dimension)	Response (Continuum Choices)	ARMITAGE ELEMENTARY	AUDUBON ELEMENTARY	FULTON ELEMENTARY	LAKE HARRIET ELEMENTARY	TOTAL ELEMENTARY	SOUTHWEST JUNIOR HIGH	SOUTHWEST SENIOR HIGH
13. What learning situation would you prefer for your child for most of the day?	1. Students may not move around or talk without permission.	19	9	14	16	15	24	20
	2. Students may move around or talk as they work as long as setting remains orderly and quiet.	70	67	64	35	62	55	69
	3. Students may move around and talk freely as long as their work is being done.	9	24	22	45	22	21	10
	4. Students are free to move around and talk as they wish.	2	0	1	4	2	0	1
14. Who would you like to teach your child in school?	1. Teachers should do all of the teaching.	28	17	20	4	19	38	41
	2. Teachers should do most of the teaching, but some parents and community members should be involved.	58	60	59	57	59	38	45
	3. Teachers are only one of many persons (including adults and other students) who should do the teaching.	14	23	21	39	22	23	14
15. Which of the following best describes the teachers you would like to have for your child?	1. Mainly one teacher works with or is available to my child; although specialists in music, phy. ed., are available.	54	26	39	26	39	9	17
	2. Several teachers work with or are available to my child in different areas; little communication among teachers about students.	7	9	9	9	8	24	21
	3. A team of teachers works with or is available to my child; regular communication among teachers about students.	40	64	52	66	53	67	62
16. Which of the following school settings would you like for your child?	1. Teacher instructs or directs the learning all of the time.	41	24	33	22	32	38	27
	2. Teacher directs the learning some of the day; student directs his/her own learning some of the day.	59	76	65	76	67	60	72
	3. Student directs his/her own learning; teacher is available.	0	0	2	2	1	2	1
17. Once your child's course of studies has been decided, what should the school do to help your child complete the work?	1. A teacher should work closely with my child every day.	56	39	36	43	44	16	19
	2. A teacher should check with my child every few days and give assistance when teacher feels it is needed.	33	56	52	45	45	65	53
	3. A teacher should check with my child every few days and give assistance if the student wants it.	6	6	2	8	5	10	13
	4. My child should have complete responsibility for completing his/her work, a teacher is available if my child wants to ask for help.	4	0	10	4	5	8	15
18. What difference in materials and ways to learn would you like to have available to your child?	1. Most students use the same materials and are taught in the same way.	11	11	6	2	8	8	12
	2. Part of the time students use the same materials and are taught in the same way; part of the time a variety of materials and ways to learn are available.	73	62	68	57	67	71	62
	3. Most of the time a variety of materials and ways to learn are available.	15	26	26	41	25	20	27

Table 5 (continued)
Parent Preferences by Individual Schools in the Southwest Cluster

Item (Dimension)	Response (Continuum Choices)	ARMITAGE ELEMENTARY	AUDUBON ELEMENTARY	FULTON ELEMENTARY	LAKE HARRIET ELEMENTARY	TOTAL ELEMENTARY	SOUTHWEST JUNIOR HIGH	SOUTHWEST SENIOR HIGH
19. How would you like your child's school time to be used?	1. School day is divided into time periods; child is limited in how much time he/she can spend working on any one area or subject.	41	28	34	24	34	51	59
	2. Part of school day is divided into time periods; part of school day is not divided into time periods, child may work on a subject for any length of time.	56	67	63	73	63	43	41
	3. School day is not divided into time periods; child may work on a subject for any length of time.	3	6	3	2	3	6	0
20. How should your child progress through his/her school work?	1. All students within a grade level or classroom should progress at the same speed and study the same things.	0	0	0	0	0	0	1
	2. Students should study the same things each day, but extra work or help should be given to students who work faster or slower.	75	60	73	37	66	79	79
	3. Students should progress through their school work at their own speed.	25	40	27	63	34	21	20
21. Which educational program (or course of studies) would you like to have for your child?	1. A required course of studies taken by all students.	14	6	5	4	8	0	1
	2. Some required courses and a selection from a number of other offered courses.	32	24	31	22	29	33	27
	3. Some required courses plus courses developed to meet the specific needs or interests of my child.	49	67	58	65	58	52	68
	4. No required courses; a selection from a number of offered courses.	0	0	0	0	0	2	1
	5. No required courses; a selection from offered courses plus courses developed to meet the specific needs or interests of my child.	3	4	4	8	4	13	2
	6. No required courses; all courses are developed to meet the specific needs or interests of my child.	1	0	2	0	1	0	0
22. How would you like your child to learn in school?	1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.	4	4	2	0	3	7	11
	2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.	93	96	97	96	95	89	89
	3. Mainly by working with objects, by playing, or by living and doing things themselves.	3	0	1	4	2	4	0

Table 5 (continued)

Parent Preferences by Individual Schools in the Southwest Cluster

Item (Dimension)	Response (Continuum Choices)	ARMITAGE ELEMENTARY	AUDUBON ELEMENTARY	FULTON ELEMENTARY	LAKE HARRIET ELEMENTARY	TOTAL ELEMENTARY	SOUTHWEST JUNIOR HIGH	SOUTHWEST SENIOR HIGH
23. How do you want your child to learn a particular skill or subject?	1. In a step-wise way, not moving ahead until the previous step has been learned.	16	13	7	16	13	13	14
	2. Sometimes (1), sometimes (3), depending on the skill or subject that is being learned.	66	64	67	63	66	61	44
	3. In a flexible way, allowing the course of study to be developed in response to the interests and needs of a student or group of students. (sometimes covering a wide range of skill levels in one course).	17	23	26	20	22	26	42
24. How would you prefer that instruction in basic skills, such as reading and math, be provided for your child?	1. Provide specific reading and math courses.	23	21	13	14	18	36	46
	2. Provide specific courses and planned reading and math activities in other school activities and courses.	74	75	82	76	77	56	49
	3. No specific courses, but reading and math activities and projects planned in other school activities and courses.	3	4	4	8	4	9	3
	4. Students' interests will lead them to develop reading and math skills without specific courses and activities.	0	0	1	2	1	0	1
25. How would you like to have your child evaluated?	1. Would like to know how well my child is doing compared with other students of the same age.	1	2	5	0	2	2	2
	2. Would like to know how much my child has progressed or learned; and also how my child is doing compared with other students of the same age.	85	87	77	82	82	82	71
	3. Would like to know how my child is doing and how much he/she has progressed; but not how my child is doing compared with other students of same age.	14	11	18	18	15	16	27
26. Who should evaluate your child's progress in school?	1. The school should evaluate, with no involvement of child or parent.	18	19	12	10	15	4	17
	2. The school and child should evaluate his/her progress together.	18	19	13	12	15	39	40
	3. The school and parent should evaluate his/her progress together.	15	7	22	16	16	10	5
	4. The school, child, and parent should evaluate his/her progress together.	50	56	53	61	54	45	38
	5. My child should evaluate his/her progress.	0	0	0	0	0	2	0

Table 6
Parent Preferences for Dimensions of Alternative Educational Programs by Individual Schools in the Washburn Cluster of the West Area

Item (Dimension)	Response (Continuum Choices)	FIELD ELEMENTARY N91	HALE ELEMENTARY N149	KENNY ELEMENTARY N66	PAGE ELEMENTARY N40	WINDOM ELEMENTARY N66	TOTAL ELEMENTARY N412	ANTHONY JUNIOR HIGH N85	RAMSEY JUNIOR HIGH N79	WASHBURN SENIOR HIGH N124
1. Should parents have a say in deciding the way a school is run?	1. School should make all such decisions with no advice from parents.	1%	1%	2%	0%	0%	1%	5%	1%	5%
	2. School should make final decisions after advice from parents.	44	33	32	47	26	36	28	38	37
	3. School and parents should share the responsibility for making such decisions.	51	63	65	47	73	61	66	59	57
	4. Parents should make final decisions after advice from school.	3	3	2	5	2	3	1	1	2
2. Should students of your child's age help make and enforce the school rules?	1. School rules should be made and enforced without advice from students.	23	16	21	18	24	20	18	17	15
	2. School rules should be made and enforced after advice from students.	27	25	24	30	26	26	35	31	29
	3. Students should share the responsibility for making and enforcing the school rules.	49	59	55	53	50	54	47	53	56
	4. Students should make and enforce the rules.	1	0	0	0	0	0	0	0	0
3. Should parents have a say regarding what courses of study are offered at their child's school?	1. School should decide with no advice from parents.	3	3	6	5	0	3	4	1	4
	2. School should make final decision after advice from parents.	43	38	29	35	30	36	35	30	41
	3. School and parents should share the responsibility for the decision.	52	57	65	58	64	58	60	62	50
	4. Parents should make final decision after advice from school.	2	3	0	3	6	3	2	6	4
4. Should students of your child's age have a say regarding what courses of study are offered at their school?	1. School should decide with no advice from students.	13	19	31	28	25	21	11	8	9
	2. School should make final decision after advice from students.	62	56	46	48	42	53	55	53	47
	3. School and students should share the responsibility for the decision.	24	25	23	25	33	26	33	34	43
	4. Students should make final decision after advice from school.	0	1	0	0	0	0	1	5	2
5. Who should decide what subjects or interest areas your child actually studies in school?	1. School (teacher) should make final decision.	9	11	15	8	6	10	9	6	2
	2. School (teacher) should decide some, parents and/or student should decide some.	86	82	83	80	85	83	86	82	82
	3. Parents and/or student should decide.	5	8	2	13	9	7	5	11	16
6. How should problems that your child might have at school be handled?	1. School handles as it sees fit without child or parent involvement.	0	1	0	0	2	1	0	0	2
	2. School handles problem after talking with parents.	15	11	14	18	15	14	14	19	19
	3. School, parents, and child work out a solution together.	83	84	86	79	82	83	83	79	74
	4. School and child work it out without parent involvement.	2	4	0	3	2	2	2	1	5

Table 6 (continued)
Parent Preferences by Individual Schools in the Washburn Cluster

Item (Dimension)	Response (Continuum Choices)	FIELD ELEMENTARY	HALE ELEMENTARY	KENNY ELEMENTARY	PAGE ELEMENTARY	WINDOM ELEMENTARY	TOTAL ELEMENTARY	ANTHONY JUNIOR HIGH	RAMSEY JUNIOR HIGH	WASHBURN SENIOR HIGH
7. How would you like your child to use the community outside the school during the school day?	1. A few field trips into the community; the rest of the time in school.	34	26	36	33	30	31	43	41	43
	2. Several projects or activities in the community, but most of time still in school.	63	70	64	68	68	67	54	58	57
	3. Community could be used extensively, very little time may be spent in the school building.	2	4	0	0	2	2	4	1	0
8. Which attendance policy would you prefer at your child's school?	1. Attendance required and strictly enforced by school.	44	31	45	30	35	37	49	39	56
	2. Attendance required and school encourages regular attendance.	54	55	52	60	58	56	46	37	36
	3. Regular attendance in the school building is not required as long as student is learning.	1	11	2	8	5	6	4	1	6
	4. Attendance is left up to the student and/or parents; school does not take attendance.	0	3	2	3	2	2	1	3	1
9. Which type of school would you prefer for your child?	1. A school where competition is emphasized.	3	1	0	0	2	2	1	1	4
	2. A school where competition and cooperation are equally emphasized.	72	52	61	62	72	62	76	75	73
	3. A school where cooperation is emphasized.	25	46	39	38	27	37	22	23	23
10. Should learning about and dealing with feelings and attitudes about self and others be included in your child's education in school?	1. No, my child's studies should not include work on feelings and attitudes.	0	0	0	3	3	1	0	5	5
	2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.	13	5	9	10	17	10	16	18	24
	3. Yes; my child's studies should include some work on feelings and attitudes.	56	59	57	55	62	58	67	67	56
	4. Yes; my child's studies should include a lot of work on feelings and attitudes.	32	36	34	33	18	31	17	10	15
11. How old would you like the students in school to be with whom your child has an opportunity to work (play, study)?	1. All students at the same age (or grade) level.	23	16	31	18	26	22	33	23	29
	2. Students within one or two years younger or older than my child.	63	61	55	41	48	56	57	58	58
	3. Students within an elementary or secondary age range (5-11 years old, or 12-18 years).	11	18	14	36	25	19	7	13	10
	4. All ages from 5-18 years.	2	4	0	5	2	3	4	6	3
12. In what way would you like your child to work with other students in the learning setting?	1. By doing the work alone and not by working with other students.	2	1	0	0	0	1	1	0	2
	2. By doing the work alone much of the time, but several projects where students work together in a group.	52	45	50	43	53	48	62	62	61
	3. About half the time doing the work alone and half the time working with a group of students.	38	46	47	45	39	43	30	28	31
	4. Most of the time working with one or more other students; helping each other, group projects.	8	7	3	13	8	7	7	10	6

Table 6 (continued)
Parent Preferences by Individual Schools in the Washburn Cluster

Item (Dimension)	Response (Continuum Choices)	FIELD ELEMENTARY	HALE ELEMENTARY	KENNY ELEMENTARY	PAGE ELEMENTARY	WINDOM ELEMENTARY	TOTAL ELEMENTARY	ANTHONY JUNIOR HIGH	RAMSEY JUNIOR HIGH	WASHBURN SENIOR HIGH
13. What learning situation would you prefer for your child for most of the day?	1. Students may not move around or talk without permission.	25	11	17	8	15	15	20	15	27
	2. Students may move around or talk as they work as long as setting remains orderly and quiet.	52	68	59	73	65	63	66	68	59
	3. Students may move around and talk freely as long as their work is being done.	23	21	24	20	20	22	14	16	14
	4. Students are free to move around and talk as they wish.	0	1	0	0	0	0	0	0	0
14. Who would you like to teach your child in school?	1. Teachers should do all of the teaching.	32	8	28	15	23	20	33	42	37
	2. Teachers should do most of the teaching, but some parents and community members should be involved.	43	64	54	62	58	56	51	41	50
	3. Teachers are only one of many persons (including adults and other students) who should do the teaching.	24	28	18	23	20	24	17	17	12
15. Which of the following best describes the teachers you would like to have for your child?	1. Mainly one teacher works with or is available to my child; although specialists in music, phy. ed., are available.	22	25	42	28	33	29	12	10	21
	2. Several teachers work with or are available to my child in different areas; little communication among teachers about students.	7	14	11	10	12	11	23	22	19
	3. A team of teachers works with or is available to my child; regular communication among teachers about students.	71	61	48	62	55	60	66	68	60
16. Which of the following school settings would you like for your child?	1. Teacher instructs or directs the learning all of the time.	34	26	35	34	33	31	40	44	36
	2. Teacher directs the learning some of the day; student directs his/her own learning some of the day.	65	72	65	66	65	68	60	53	63
	3. Student directs his/her own learning; teacher is available.	1	2	0	0	2	1	0	3	2
17. Once your child's course of studies has been decided, what should the school do to help your child complete the work?	1. A teacher should work closely with my child every day.	33	39	41	36	39	38	44	27	23
	2. A teacher should check with my child every few days and give assistance when teacher feels it is needed.	53	50	50	56	44	50	43	48	45
	3. A teacher should check with my child every few days and give assistance if the student wants it.	10	6	8	3	11	8	11	16	21
	4. My child should have complete responsibility for completing his/her work, a teacher is available if my child wants to ask for help.	3	5	2	5	6	4	2	9	10
18. What difference in materials and ways to learn would you like to have available to your child?	1. Most students use the same materials and are taught in the same way.	7	3	15	0	5	6	7	8	8
	2. Part of the time students use the same materials and are taught in the same way; part of the time a variety of materials and ways to learn are available.	67	54	65	63	71	62	70	65	69
	3. Most of the time a variety of materials and ways to learn are available.	26	43	20	38	25	32	23	27	24

Table 6 (continued)
Parent Preferences by Individual Schools in the Washburn Cluster

(Item (Dimension)	Response (Continuum Choices)	FIELD ELEMENTARY	HALE ELEMENTARY	KENNY ELEMENTARY	PAGE ELEMENTARY	WINDOM ELEMENTARY	TOTAL ELEMENTARY	ANTHONY JUNIOR HIGH	RAMSEY JUNIOR HIGH	WASHBURN SENIOR HIGH
19. How would you like your child's school time to be used?	1. School day is divided into time periods; child is limited in how much time he/she can spend working on any one area or subject.	45	25	34	28	34	33	50	60	56
	2. Part of school day is divided into time periods; part of school day is not divided into time periods, child may work on a subject for any length of time.	53	72	64	73	65	66	50	40	42
	3. School day is not divided into time periods; child may work on a subject for any length of time.	1	3	2	0	2	2	0	0	2
20. How should your child progress through his/her school work?	1. All students within a grade level or classroom should progress at the same speed and study the same things.	0	0	0	0	2	0	0	3	1
	2. Students should study the same things each day, but extra work or help should be given to students who work faster or slower.	60	57	78	70	71	64	76	78	80
	3. Students should progress through their school work at their own speed.	40	43	22	30	27	35	24	19	20
21. Which educational program (or course of studies) would you like to have for your child?	1. A required course of studies taken by all students.	5	2	6	5	5	4	4	0	1
	2. Some required courses and a selection from a number of other offered courses.	31	21	29	28	27	26	31	47	34
	3. Some required courses plus courses developed to meet the specific needs or interests of my child.	60	73	58	65	66	66	61	48	60
	4. No required courses; a selection from a number of offered courses.	0	0	0	0	2	0	0	0	1
	5. No required courses; a selection from offered courses plus courses developed to meet the specific needs or interests of my child.	5	3	6	3	2	4	5	3	3
	6. No required courses; all courses are developed to meet the specific needs or interests of my child.	0	1	2	0	0	0	0	3	1
22. How would you like your child to learn in school?	1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.	8	2	5	5	8	5	5	8	9
	2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.	92	97	95	95	92	95	95	90	90
	3. Mainly by working with objects, by playing, or by living and doing things themselves.	0	1	0	0	0	0	0	3	1

Table 6 (continued)
Parent Preferences by Individual Schools in the Washburn Cluster

Item (Dimension)	Response (Continuum Choices)	FIELD ELEMENTARY	YALE ELEMENTARY	KENNY ELEMENTARY	PAGE ELEMENTARY	WINDOM ELEMENTARY	TOTAL ELEMENTARY	ANTHONY JUNIOR HIGH	RAMSEY JUNIOR HIGH	WASHBURN SENIOR HIGH
23. How do you want your child to learn a particular skill or subject?	1. In a step-wise way, not moving ahead until the previous step has been learned.	17	8	14	13	8	11	17	23	24
	2. Sometimes (1), sometimes (3), depending on the skill or subject that is being learned.	56	70	63	63	68	65	65	56	45
	3. In a flexible way, allowing the course of study to be developed in response to the interests and needs of a student or group of students. (sometimes covering a wide range of skill levels in one course).	27	22	23	25	24	24	18	22	32
24. How would you prefer that instruction in basic skills, such as reading and math, be provided for your child?	1. Provide specific reading and math courses.	25	14	25	20	18	19	24	39	37
	2. Provide specific courses and planned reading and math activities in other school activities and courses.	71	84	67	75	75	76	68	52	55
	3. No specific courses, but reading and math activities and projects planned in other school activities and courses.	3	3	8	5	6	4	6	8	7
	4. Students' interests will lead them to develop reading and math skills without specific courses and activities.	1	0	0	0	0	0	1	1	2
25. How would you like to have your child evaluated?	1. Would like to know how well my child is doing compared with other students of the same age.	3	2	3	3	0	2	4	5	7
	2. Would like to know how much my child has progressed or learned; and also how my child is doing compared with other students of the same age.	82	86	82	77	89	84	81	73	74
	3. Would like to know how my child is doing and how much he/she has progressed; but not how my child is doing compared with other students of same age.	15	12	15	21	11	14	15	22	19
26. Who should evaluate your child's progress in school?	1. The school should evaluate, with no involvement of child or parent.	16	11	9	18	8	12	13	15	14
	2. The school and child should evaluate his/her progress together.	14	16	23	13	14	16	26	40	46
	3. The school and parent should evaluate his/her progress together.	13	20	17	18	25	19	7	8	7
	4. The school, child, and parent should evalute his/her progress together.	57	52	58	53	54	53	54	37	32
	5. My child should evaluate his/her progress.	0	0	0	0	0	0	0	0	1

Table 7

Parent Preferences for Dimensions of Alternative Educational Programs by Individual Schools in the West Cluster of the West Area

Item (Dimension)	Response (Continuum Choices)	NAWATIN ELEMENTARY N80	BRYN MAWR ELEMENTARY N47	CALHOUN ELEMENTARY N64	HARRISON ELEMENTARY N53	KENWOOD ELEMENTARY N70	TOTAL ELEMENTARY N314	JEFFERSON JUNIOR HIGH N73	WEST SENIOR HIGH N58
1. Should parents have a say in deciding the way a school is run?	1. School should make all such decisions with no advice from parents.	0%	0%	2%	2%	0%	1%	3%	5%
	2. School should make final decisions after advice from parents.	29	13	23	26	34	26	32	38
	3. School and parents should share the responsibility for making such decisions.	70	85	74	70	64	72	65	57
	4. Parents should make final decisions after advice from school.	1	2	2	2	1	2	0	0
2. Should students of your child's age help make and enforce the school rules?	1. School rules should be made and enforced without advice from students.	14	4	15	36	26	19	14	12
	2. School rules should be made and enforced after advice from students.	24	17	35	9	26	23	28	16
	3. Students should share the responsibility for making and enforcing the school rules.	62	77	49	55	49	57	56	72
	4. Students should make and enforce the rules.	0	2	0	0	0	0	3	0
3. Should parents have a say regarding what courses of study are offered at their child's school?	1. School should decide with no advice from parents.	1	0	2	4	3	2	5	9
	2. School should make final decision after advice from parents.	33	11	33	32	35	30	27	38
	3. School and parents should share the responsibility for the decision.	66	89	61	60	62	67	67	52
	4. Parents should make final decision after advice from school.	0	0	5	4	0	2	0	2
4. Should students of your child's age have a say regarding what courses of study are offered at their school?	1. School should decide with no advice from students.	13	4	14	42	28	20	10	5
	2. School should make final decision after advice from students.	47	38	48	17	44	40	38	52
	3. School and students should share the responsibility for the decision.	39	55	38	38	28	39	51	36
	4. Students should make final decision after advice from school.	1	2	0	4	0	1	1	7
5. Who should decide what subjects or interest areas your child actually studies in school?	1. School (teacher) should make final decision.	10	2	5	21	16	11	8	5
	2. School (teacher) should decide some, parents and/or student should decide some.	80	91	85	71	79	81	80	75
	3. Parents and/or student should decide.	10	6	11	8	6	8	11	20
6. How should problems that your child might have at school be handled?	1. School handles as it sees fit without child or parent involvement.	1	0	0	4	1	1	1	31
	2. School handles problem after talking with parents.	13	4	17	17	13	13	8	65
	3. School, parents, and child work out a solution together.	84	96	83	75	81	83	89	4
	4. School and child work it out without parent involvement.	1	0	0	4	4	2	1	0

Table 7 (continued)
Parent Preferences by Individual Schools in the West Cluster

Item (Dimension)	Response (Continuum Choices)	AWATIN ELEMENTARY	BRYN MAWR ELEMENTARY	CALHOUN ELEMENTARY	HARRISON ELEMENTARY	KENWOOD ELEMENTARY	TOTAL ELEMENTARY	JEFFERSON JUNIOR HIGH	WEST SENIOR HIGH
7. How would you like your child to use the community outside the school during the school day?	1. A few field trips into the community; the rest of the time in school.	31%	13%	25%	27%	29%	26%	32%	38%
	2. Several projects or activities in the community, but most of time still in school.	65	77	72	63	65	68	59	47
	3. Community could be used extensively, very little time may be spent in the school building.	4	11	3	10	6	6	10	16
8. Which attendance policy would you prefer at your child's school?	1. Attendance required and strictly enforced by school.	29	17	19	30	19	23	47	40
	2. Attendance required and school encourages regular attendance.	59	45	75	56	69	62	38	45
	3. Regular attendance in the school building is not required as long as student is learning.	10	28	6	8	10	12	14	16
	4. Attendance is left up to the student and/or parents; school does not take attendance.	1	11	0	6	1	3	1	0
9. Which type of school would you prefer for your child?	1. A school where competition is emphasized.	0	0	2	2	3	1	6	5
	2. A school where competition and cooperation are equally emphasized.	62	40	63	71	62	61	60	74
	3. A school where cooperation is emphasized.	38	60	35	27	35	38	35	21
10. Should learning about and dealing with feelings and attitudes about self and others be included in your child's education in school?	1. No, my child's studies should not include work on feelings and attitudes.	1	0	0	4	3	2	4	4
	2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.	19	0	11	19	10	13	10	14
	3. Yes; my child's studies should include some work on feelings and attitudes.	56	62	72	53	63	61	57	67
	4. Yes; my child's studies should include a lot of work on feelings and attitudes.	24	38	17	25	24	25	29	16
11. How old would you like the students in school to be with whom your child has an opportunity to work (play, study)?	1. All students at the same age (or grade) level.	16	2	25	27	13	17	21	32
	2. Students within one or two years younger or older than my child.	51	48	52	46	44	48	47	57
	3. Students within an elementary or secondary age range (5-11 years old, or 12-18 years).	29	43	15	23	40	30	29	2
	4. All ages from 5-18 years.	5	7	8	4	3	5	4	9
12. In what way would you like your child to work with other students in the learning setting?	1. By doing the work alone and not by working with other students.	0	2	0	4	1	1	3	0
	2. By doing the work alone much of the time, but several projects where students work together in a group.	46	28	49	55	45	45	49	60
	3. About half the time doing the work alone and half the time working with a group of students.	34	55	38	30	36	38	31	33
	4. Most of the time working with one or more other students; helping each other, group projects.	20	15	12	12	17	16	18	7

Table 7 (continued)
Parent Preferences by Individual Schools in the West Cluster

Item (Dimension)	Response (Continuum Choices)	ANWATIN ELEMENTARY	BRYN MAWR ELEMENTARY	CALHOUN ELEMENTARY	HARRISON ELEMENTARY	KENWOOD ELEMENTARY	TOTAL ELEMENTARY	JEFFERSON JUNIOR HIGH	WEST SENIOR HIGH
13. What learning situation would you prefer for your child for most of the day?	1. Students may not move around or talk without permission.	14	0	14	29	16	15	15	17
	2. Students may move around or talk as they work as long as setting remains orderly and quiet.	64	30	55	56	48	52	50	62
	3. Students may move around and talk freely as long as their work is being done.	22	59	31	15	36	31	33	21
	4. Students are free to move around and talk as they wish.	0	11	0	0	0	2	1	0
14. Who would you like to teach your child in school?	1. Teachers should do all of the teaching.	22	6	22	33	16	20	27	25
	2. Teachers should do most of the teaching, but some parents and community members should be involved.	48	38	56	37	57	48	44	47
	3. Teachers are only one of many persons (including adults and other students) who should do the teaching.	30	55	22	29	27	31	29	28
15. Which of the following best describes the teachers you would like to have for your child?	1. Mainly one teacher works with or is available to my child; although specialists in music, phy. ed., are available.	29	17	33	35	27	28	14	18
	2. Several teachers work with or are available to my child in different areas; little communication among teachers about students.	11	4	13	17	4	10	13	25
	3. A team of teachers works with or is available to my child; regular communication among teachers about students.	61	79	55	48	69	62	73	57
16. Which of the following school settings would you like for your child?	1. Teacher instructs or directs the learning all of the time.	31	6	28	45	27	28	33	30
	2. Teacher directs the learning some of the day; student directs his/her own learning some of the day.	68	81	71	53	73	69	67	68
	3. Student directs his/her own learning; teacher is available.	1	13	2	2	0	3	0	2
17. Once your child's course of studies has been decided, what should the school do to help your child complete the work?	1. A teacher should work closely with my child every day.	35	31	56	37	40	40	27	20
	2. A teacher should check with my child every few days and give assistance <u>when teacher feels it is needed</u>.	35	56	37	46	47	43	49	48
	3. A teacher should check with my child every few days and give assistance <u>if the student wants it</u>.	18	7	2	15	7	10	15	21
	4. My child should have complete responsibility for completing his/her work, a teacher is available if my child wants to ask for help.	12	7	6	2	6	7	8	11
18. What difference in materials and ways to learn would you like to have available to your child?	1. Most students use the same materials and are taught in the same way.	3	2	6	12	4	5	7	7
	2. Part of the time students use the same materials and are taught in the same way; part of the time a variety of materials and ways to learn are available.	57	38	51	49	54	51	58	59
	3. Most of the time a variety of materials and ways to learn are available.	41	60	43	39	41	44	35	34

Table 7 (continued)

Parent Preferences by Individual Schools in the West Cluster

Item (Dimension)	Response (Continuum Choices)	ANNATIN ELEMENTARY	BRYN MAWR ELEMENTARY	CALHOUN ELEMENTARY	HARRISON ELEMENTARY	KENWOOD ELEMENTARY	TOTAL ELEMENTARY	JEFFERSON JUNIOR HIGH	WEST SENIOR HIGH
19. How would you like your child's school time to be used?	1. School day is divided into time periods; child is limited in how much time he/she can spend working on any one area or subject.	32	9	30	60	22	30	41	43
	2. Part of school day is divided into time periods; part of school day is not divided into time periods, child may work on a subject for any length of time.	63	79	66	34	75	64	56	57
	3. School day is not divided into time periods; child may work on a subject for any length of time.	5	13	5	6	3	6	3	0
20. How should your child progress through his/her school work?	1. All students within a grade level or classroom should progress at the same speed and study the same things.	1	0	0	0	1	1	4	4
	2. Students should study the same things each day, but extra work or help should be given to students who work faster or slower.	61	19	61	66	54	54	66	65
	3. Students should progress through their school work at their own speed.	38	81	39	34	45	45	30	32
21. Which educational program (or course of studies) would you like to have for your child?	1. A required course of studies taken by all students.	5	4	5	12	9	7	3	0
	2. Some required courses and a selection from a number of other offered courses.	33	9	20	21	27	23	25	32
	3. Some required courses plus courses developed to meet the specific needs or interests of my child.	60	57	67	56	61	61	68	63
	4. No required courses; a selection from a number of offered courses.	0	4	0	0	0	1	0	0
	5. No required courses; a selection from offered courses plus courses developed to meet the specific needs or interests of my child.	1	21	3	6	3	6	3	2
	6. No required courses; all courses are developed to meet the specific needs or interests of my child.	0	4	5	6	0	3	1	4
22. How would you like your child to learn in school?	1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.	9	0	8	4	7	6	11	9
	2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.	90	98	92	94	93	93	86	88
	3. Mainly by working with objects, by playing, or by living and doing things themselves.	1	2	0	2	0	1	3	4

Table 7 (continued)
Parent Preferences by Individual Schools in the West Cluster

Item (Dimension)	Response (Continuum Choices)	ARMATIN ELEMENTARY	BRYN MAWR ELEMENTARY	CALHOUN ELEMENTARY	HARRISON ELEMENTARY	KENWOOD ELEMENTARY	TOTAL ELEMENTARY	JEFFERSON JUNIOR HIGH	WEST SENIOR HIGH
23. How do you want your child to learn a particular skill or subject?	1. In a step-wise way, not moving ahead until the previous step has been learned.	18	4	11	29	15	16	22	12
	2. Sometimes (1), sometimes (3), depending on the skill or subject that is being learned.	63	55	62	37	66	58	56	47
	3. In a flexible way, allowing the course of study to be developed in response to the interests and needs of a student or group of students. (sometimes covering a wide range of skill levels in one course).	19	40	27	33	19	26	22	40
24. How would you prefer that instruction in basic skills, such as reading and math, be provided for your child?	1. Provide specific reading and math courses.	31	11	27	38	16	25	29	31
	2. Provide specific courses and planned reading and math activities in other school activities and courses.	64	60	67	58	78	66	60	65
	3. No specific courses, but reading and math activities and projects planned in other school activities and courses.	4	27	6	2	4	7	7	4
	4. Students' interests will lead them to develop reading and math skills without specific courses and activities.	1	2	0	2	1	1	4	0
25. How would you like to have your child evaluated?	1. Would like to know how well my child is doing compared with other students of the same age.	3	0	3	6	0	2	8	7
	2. Would like to know how much my child has progressed or learned; and also how my child is doing compared with other students of the same age.	76	64	83	74	84	77	68	61
	3. Would like to know how my child is doing and how much he/she has progressed; but not how my child is doing compared with other students of same age.	22	36	14	21	16	21	23	31
26. Who should evaluate your child's progress in school?	1. The school should evaluate, with no involvement of child or parent.	13	0	16	25	19	15	17	18
	2. The school and child should evaluate his/her progress together.	24	17	16	21	15	19	22	34
	3. The school and parent should evaluate his/her progress together.	15	9	17	15	13	14	7	5
	4. The school, child, and parent should evaluate his/her progress together.	47	74	51	40	53	52	54	43
	5. My child should evaluate his/her progress.	0	0	0	0	0	0	0	0

Appendix B

Sampling Errors and Projections to the Population

For most schools the estimated standard error due to sampling is near 5%. That is, if 30% of the sample of parents at a particular school selected a particular response choice, it can be stated with a 95% probability of being correct that the value for the total parent population at that school lies between 30% $\pm$ 2(5%), or between 20% and 40%. The estimated standard error due to sampling varies from about 6% at the smaller schools, such as Page, to about 3.5% at the larger schools such as Hale.

When the elementary schools are grouped into the four clusters, the estimated standard error due to sampling decreases to about 2%. For example, if 20% of the sample of parents of elementary children in the Washburn cluster said that "teachers should do all of the teaching," one could be 95% confident that the response for all parents in that cluster would lie between 16% and 24% (20% $\pm$ 2(2%)). The estimated standard error due to sampling is about 1% for the total of all parents of elementary children in the West Area. The standard error due to sampling is about 2% for the total junior high parents and for the total senior high parents.

Projections to the Population

How would parents of the total student population at a particular school, or at a combination of schools, respond to the questionnaire? Estimates for any group of parents can be made by applying the item response percentages for the sample onto the total population. For example, the total elementary student population in the West Area is about 8,500 children. How many parents of these children would prefer each of the three choices available on the item (dimension) related to teacher-student directed learning? According to Table 2 (item 15), the sample of the total elementary student population in the West Area responded as follows:

Item	Response	Sample Response Percentages	Estimated Population Numbers	95% Confidence Interval
Which of the following school settings would you like for your child?	Teacher instructs or directs the learning all of the time.	31%	2635	2635±170
	Teacher directs the learning some of the day; student directs his/her own learning some of the day.	67%	5695	5695±170
	Student directs his/her own learning; teacher is available.	2%	170	170±60

Thirty-one percent of the sample indicated they would like the teacher to instruct or direct the learning all of the time. Projecting to the total population, an estimated 2,635 (31% of 8,500) parents of elementary children in the West Area would have selected that response if all parents had been surveyed. How accurate is this estimate? Since the standard error due to sampling for the total West Area elementary population is about 1%, and since 1% of 8,500 parents is 85, one can be 95% sure that the number of parents who would select this response choice would lie between 2635-2(85) and 2635+2(85). As mentioned previously, the sample data may have other non-sampling errors, such as the incomplete return by the sample.

The population responses can be estimated similarly for other response choices and other items. The standard error due to sampling will generally be the same for all items and all response choices for any particular group (e.g. 1% for all West Area elementary students), unless the percentage of the sample who chose a particular response choice is (roughly) less than 15% or greater than 85%. In these situations, the error will be smaller (see example above where 2% of the sample chose the third response choice).

Appendix C

The West Area Parent Survey of Parent Preferences for Educational Alternatives

Minneapolis Public Schools

West Area

October 29, 1974

CHANGES ARE TAKING PLACE IN OUR SCHOOL SYSTEM

The Minneapolis School system is going to offer Alternative Education.

> What is Alternative Education?
>
> It means that two or more educational programs will be available from which parents and students can choose.

The Board of Education has approved the idea and has decided to begin educational alternatives in the elementary grades by 1976 and at the secondary level at some future date. One of the choices could be similar to the educational program your child is now receiving. It is understood that school programs will work toward an integrated educational experience for all children.

YOU CAN HAVE A SAY ABOUT WHAT THESE CHANGES SHOULD BE

The purpose of this questionnaire is to find out what kinds of education parents want for their children. The school district wants and needs this information to help with the development of educational alternatives.

You are one of a scientifically selected sample of parents. Your answers are therefore very important. WHEN THE QUESTIONS ASK ABOUT "YOUR CHILD", YOUR ANSWERS SHOULD REFER ONLY TO THE CHILD WHOSE NAME APPEARS ON THE ENVELOPE YOU RECEIVED.

The number in the upper right hand corner will be used to follow-up parents who do not return the questionnaire. The completed questionnaires will be seen by a member of the Minneapolis Schools' Research Department only. All responses will be kept confidential and no attempt will be made to match answers with names. If you do not feel comfortable being identified, tear off the corner before returning the questionnaire. Return the questionnaire in the stamped envelope that has been provided.

Carol L. Vaubel
Chairman, Parent Survey Committee

Marvin Trammel
West Area Superintendent

(1-5)_____School-Grade

West Area Parent Survey
Alternative Educational Programs

Each of the questions below describes a way in which schools can differ. For each question, mark an X by the one choice that best describes the kind of school you would like for your child (the child identified on the envelope you received). If you do not feel that you can make a choice on a particular item, print the letters DK next to the choices to indicate that you Don't Know. Try to answer every question. There are no right or wrong answers. Thank you very much.

(6) How would you like your child to use the community outside the school during the school day?

_____1. A few field trips into the community; the rest of the time in school.

_____2. Several projects or activities in the community, but most of time still in school.

_____3. Community could be used extensively, very little time may be spent in the school building.

(7) Which attendance policy would you prefer at your child's school?

_____1. Attendance required and strictly enforced by school.

_____2. Attendance required and school encourages regular attendance.

_____3. Regular attendance in the school building is not required as long as student is learning.

_____4. Attendance is left up to the student and/or parents; school does not take attendance.

(8) What learning situation would you prefer for your child for most of the school day?

_____1. Students may not move around or talk without permission.

_____2. Students may move around or talk as they work as long as setting remains orderly and quiet.

_____3. Students may move around and talk freely as long as their work is being done.

_____4. Students are free to move around and talk as they wish.

(9) In what way would you like your child to work with other students in the learning setting?

_____1. By doing the work alone and not by working with other students.

_____2. By doing the work alone much of the time, but several projects where students work together in a group.

_____3. About half the time doing the work alone and half the time working with a group of students.

_____4. Most of the time working with one or more other students; helping each other, group projects.

(10) Should parents have a say in deciding the way a school is run?

_____1. School should make all such decisions with no advice from parents.

_____2. School should make final decisions after advice from parents.

_____3. School and parents should share the responsibility for making such decisions.

_____4. Parents should make final decisions after advice from school.

(11) Should students of your child's age help make and enforce the school rules?

_____1. School rules should be made and enforced without advice from students.

_____2. School rules should be made and enforced after advice from students.

_____3. Students should share the responsibility for making and enforcing the school rules.

_____4. Students should make and enforce the rules.

(12) Should parents have a say regarding what courses of study are offered at their child's school?

_____1. School should decide with no advice from parents.

_____2. School should make final decision after advice from parents.

_____3. School and parents should share the responsibility for the decision.

_____4. Parents should make final decision after advice from school.

(13) Should students of your child's age have a say regarding what courses of study are offered at their school?

_____1. School should decide with no advice from students.

_____2. School should make final decision after advice from students.

_____3. School and students should share the responsibility for the decision.

_____4. Students should make final decision after advice from school.

(14) Which educational program (or course of studies) would you like to have for your child?

_____1. A required course of studies taken by all students.

_____2. Some required courses and a selection from a number of other offered courses.

_____3. Some required courses plus courses developed to meet the specific needs or interests of my child.

_____4. No required courses; a selection from a number of offered courses.

_____5. No required courses; a selection from offered courses plus courses developed to meet the specific needs or interests of my child.

_____6. No required courses; all courses are developed to meet the specific needs or interests of my child.

(15) Who should decide what subjects or interest areas your child actually studies in school?

_____1. School (teacher) should make final decision.

_____2. School (teacher) should decide some, parents and/or student should decide some.

_____3. Parents and/or student should decide.

(16) Once your child's course of studies has been decided, what should the school do to help your child complete the work?

_____1. A teacher should work closely with my child every day.

_____2. A teacher should check with my child every few days and give assistance when teacher feels it is needed.

_____3. A teacher should check with my child every few days and give assistance if the student wants it.

_____4. My child should have complete responsibility for completing his/her work, a teacher is available if my child wants to ask for help.

(17) What difference in materials and ways to learn would you like to have available to your child?

_____1. Most students use the same materials and are taught in the same way.

_____2. Part of the time students use the same materials and are taught in the same way; part of the time a variety of materials and ways to learn are available.

_____3. Most of the time a variety of materials and ways to learn are available.

(18) Which type of school would you prefer for your child?

_____1. A school where competition is emphasized.

_____2. A school where competition and cooperation are equally emphasized

_____3. A school where cooperation is emphasized.

(19) Which of the following school settings would you like for your child?

_____1. Teacher instructs or directs the learning all of the time.

_____2. Teacher directs the learning some of the day; student directs his/her own learning some of the day.

_____3. Student directs his/her own learning; teacher is available.

(20) How old would you like the students in school to be with whom your child has an opportunity to work (play, study)?

_____1. All students at the same age (or grade) level.

_____2. Students within one or two years younger or older than my child.

_____3. Students within an elementary or secondary age range (5-11 years old, or 12-18 years).

_____4. All ages from 5-18 years.

(21) How would you like your child's school time to be used?

_____1. School day is divided into time periods; child is limited in how much time he/she can spend working on any one area or subject.

_____2. Part of school day is divided into time periods; part of school day is not divided into time periods, child may work on a subject for any length of time.

_____3. School day is not divided into time periods; child may work on a subject for any length of time.

(22) How would you like to have your child evaluated?

_____1. Would like to know how well my child is doing compared with other students of the same age.

_____2. Would like to know how much my child has progressed or learned; and also how my child is doing compared with other students of the same age.

_____3. Would like to know how my child is doing and how much he/she has progressed; but not how my child is doing compared with other students of same age.

(23) Who should evaluate your child's progress in school?

_____1. The school should evaluate, with no involvement of child or parent.

_____2. The school and child should evaluate his/her progress together.

_____3. The school and parent should evaluate his/her progress together.

_____4. The school, child, and parent should evaluate his/her progress together.

_____5. My child should evaluate his/her progress.

(24) Who would you like to teach your child in school?

_____1. Teachers should do all of the teaching.

_____2. Teachers should do most of the teaching, but some parents and community members should be involved.

_____3. Teachers are only one of many persons (including adults and other students) who should do the teaching.

(25) Which of the following best describes the teachers you would like to have for your child?

_____1. Mainly one teacher works with or is available to my child; although specialists in music, phy. ed., are available.

_____2. Several teachers work with or are available to my child in different areas; little communication among teachers about students.

_____3. A team of teachers works with or is available to my child; regular communication among teachers about students.

(26) How should your child progress through his/her school work?

_____1. All students within a grade level or classroom should progress at the same speed and study the same things.

_____2. Students should study the same things each day, but extra work or help should be given to students who work faster or slower.

_____3. Students should progress through their school work at their own speed.

(27) How would you like your child to learn in school?

_____1. Mainly by reading in books, doing workbooks, or listening to someone tell about things.

_____2. By reading, doing workbooks, and listening plus learning by working with objects, by playing, or by living and doing things themselves.

_____3. Mainly by working with objects, by playing, or by living and doing things themselves.

(28) How do you want your child to learn a particular skill or subject?

_____1. In a step-wise way, not moving ahead until the previous step has been learned.

_____3. In a flexible way, allowing the course of study to be developed in response to the interests and needs of a student or group of students. (sometimes covering a wide range of skill levels in one course)

_____2. Sometimes (1), sometimes (3), depending on the skill or subject that is being learned.

(29) How would you prefer that instruction in basic skills, such as reading and math, be provided for your child?

_____1. Provide specific reading and math courses.

_____2. Provide specific courses and planned reading and math activities in other school activities and courses.

_____3. No specific courses, but reading and math activities and projects planned in other school activities and courses.

_____4. Students' interests will lead them to develop reading and math skills without specific courses and activities.

(30) Should learning about and dealing with feelings and attitudes about self and others be included in your child's education in school?

_____1. No, my child's studies should not include work on feelings and attitudes.

_____2. Only if a situation arises in school where it is necessary to deal with feelings and attitudes.

_____3. Yes; my child's studies should include some work on feelings and attitudes.

_____4. Yes; my child's studies should include a lot of work on feelings and attitudes.

(31) How should problems that your child might have at school be handled?

_____1. School handles as it sees fit without child or parent involvement.

_____2. School handles problem after talking with parents.

_____3. School, parents, and child work out a solution together.

_____4. School and child work it out without parent involvement.

* * * * * * * * * * * *

RESPOND TO THE FOLLOWING QUESTIONS OR STATEMENTS BY MARKING THE ONE CHOICE THAT BEST DESCRIBES HOW YOU FEEL.

(32) Are you satisfied with how well school is meeting your child's achievement and intellectual needs?

_____1. Very satisfied

_____2. Satisfied

_____3. Dissatisfied

_____4. Very dissatisfied

(33) Are you satisfied with how well school is meeting your child's emotional needs?

_____1. Very satisfied

_____2. Satisfied

_____3. Dissatisfied

_____4. Very dissatisfied

RESPOND TO THE FOLLOWING QUESTIONS OR STATEMENTS BY MARKING THE ONE CHOICE THAT BEST DESCRIBES HOW YOU FEEL.

(34) Are you satisfied with the amount of communication between the school and the home?

_____1. Very satisfied

_____2. Satisfied

_____3. Dissatisfied, not enough communication

_____4. Dissatisfied, too much communication

(35) Providing alternative educational programs within the West Area is important to me.

_____1. Strongly agree

_____2. Agree

_____3. Disagree

_____4. Strongly disagree

(36) It is important to me that alternative educational programs be planned to encourage a socio-economic and racial balance of students in the West Area.

_____1. Strongly agree

_____2. Agree

_____3. Disagree

_____4. Strongly disagree

(37) If choices of educational programs were available, which system would you prefer?

_____1. A system where several choices are offered within my child's present school.

_____2. A system where several schools are grouped and each school has one particular educational program.

_____3. Either one

(38) If alternative educational programs were available in the West Area, how far would you be willing to have your child transported to have the program of your choice? (Check only one)

_____1. To any school in the West Area

_____2. No further than a school whose attendance area is next to my child's present school.

_____3. I would choose the nearest available school regardless of the program offered.

INFORMATION ONLY -- WEST AREA SCHOOLS

Elementary	Elementary	Junior High
Agassiz	Fulton	Anthony
Anwatin	Hale	Bryant
Armatage	Harrison	Jefferson
Audubon	Kenny	Ramsey
Barton	Kenwood	Southwest
Bryn Mawr	Lake Harriet	
Burroughs	Lyndale	Senior High
Calhoun	Page	Central
Field	Windom	Southwest
		Washburn
		West

COMMENTS:

RETURN IN THE STAMPED ENCLOSED ENVELOPE, or to
Research and Evaluation Department
Minneapolis Public Schools
807 N. E. Broadway
Minneapolis, MN 55413

West Area Parent Survey Committee and
Research and Evaluation Department
Minneapolis Public Schools
October 1974